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ABSTRACT

The Valuing Process curriculum module is part of a consumer education series (grades 9-14; adults, including elderly) that emphasizes a process approach with a spiral organization. The process approach helps the student in a changing consumer world to function rationally and in a manner consistent with personal values, while the spiral organization emphasizes recurring experiences with the same basic processes as well as progressive process development and expansion. Fourteen pages of valuing process assessment items are included for teachers to use for student pre-assessment and lesson planning. The valuing process module involves six objectives: (1) recognizing value components, (2) considering value-relevant behavior, (3) clarifying values exemplified, (4) hypothesizing about value sources, (5) analyzing value alternatives, and (6) examining value preferences. A section in the guide is devoted to each of these six objectives and clarifies the objectives and consumer competency with sample teacher-learner dialogue that includes both suggested teacher response and possible learner response. Teachers may decide to administer a post-assessment which is identical to the pre-assessment. (EA)

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CONSUMER EDUCATION CURRICULUM MODULES A SPIRAL-PROCESS APPROACH

II. VALUING PROCESS

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Foreword

Consumer products, product standards, services, legislation, and regulations are ever changing and multiplying. Faced with change and multiplicity, everyone — youth or adult — finds it necessary to master skills in order to function as a rational, responsible, and satisfied consumer.

The need for consumer education has been recognized by various facets of society. In the Vocational Education Amendments of 1968, the U.S. Congress charged each state with providing consumer education in federally supported vocational education programs. Increasingly teachers' feedback to the U.S. Office of Education has called for materials to use in teaching consumer education.

Consumer Education Curriculum Modules: A Spiral-Process Approach has been developed in response to the U.S. Office of Education's request for materials to help learners function in their roles as consumers. The modules are intended for flexible use by teachers. They can be adapted to any content area; for use with learners of varying abilities, ages, and socioeconomic and cultural backgrounds; and to class and nonclass situations.

The process approach to curriculum makes these modules unique and a significant contribution to consumer education. Their effectiveness has already been evidenced by the results of field testing with teachers of consumer education in home economics, business education, and distributive education programs across the nation. The success and completion of the project were dependent upon the cooperative efforts of these teachers and their learners.

The modules were prepared pursuant to a contract with the U.S. Office of Education by North Dakota State University. Patricia D. Murphy, Professor of Home Economics Education and Associate Dean of the College of Home Economics, served as the project director. Helen Pyle Cavanaugh and Carol Geer were full-time curriculum writers. The project staff also included Jane Plihal, evaluation specialist, LaVonne Elsbernd and Maxine Norman, graduate assistants.

The indication and belief is that these modules will help consumers learn processes which they can always use regardless of how products, product standards, services, legislation, and regulations change and multiply.

L. D. Loftsgard, President
North Dakota State University

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The project staff expresses appreciation for the valuable contributions made by many individuals to this project. The comments and suggestions of these individuals influenced revisions within the modules which make the materials relevant for use in various teaching-learning situations.

We are especially grateful to the many teachers who gave generously of their time to participate in the field testing of the materials. Without the participation of these teachers and their learners, the field testing could not have been meaningful. The influence of the field testing by these dedicated, professional teachers insured the appropriateness of the materials for the diverse situations in which consumers are educated. Their participation was absolutely essential to the project.

We appreciate the support for the project given by the State Supervisors and their suggestions of teachers for the field testing. We also appreciate the comments made by the educators, teachers and supervisors who reviewed and critiqued the materials.

The support and advice given by members of the national-level Advisory Committee is greatly appreciated. Members of the Advisory Committee made detailed reviews of the materials and assisted in many ways. They provided a broad viewpoint and varied expertise on consumer education. We wish to express special gratitude to the members of the Advisory Committee for their contributions.

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THE TEACHING OF CONSUMER EDUCATION

Consumer Education Curriculum Modules: A Spiral-Process Approach has been developed to meet a need expressed by teachers. The need is for curriculum materials that lead learners to function as questioning, creative, and critical consumers. This set of modules is directed toward developing these qualities by focusing upon the crucial role of the processes by which information is acquired, values are explored, decisions are made, and action is taken. The modules contain learnings which guide learners toward internalizing and mastering these processes.

The process approach is new in consumer education. It facilitates learning which enables the student in a changing consumer world to function rationally and in a manner consistent with his values. The spiral organization emphasizes recurring experiences with the same basic processes. The processes are further developed and expanded as they appear again and again.

Rationale

Many models and definitions of consumer education have been proposed. It is generally agreed that consumer education has a value orientation. It is often implied that the goal is to develop "good consumers." However, what is meant by "good" is not usually defined. Is the "good consumer" the one who does the best job of satisfying personal and family needs and wants, or is the "good consumer" the one who operates in such a way as to further the economic health of society, or are there yet other characteristics of the "good consumer"?

Because the factual content of consumer education increases greatly and changes rapidly, it is not possible to teach consumers "everything they need to know." In order for consumers to use the vast amount of available information, they need to be aware of and skilled in those processes that assist consumers in sorting, interpreting, and analyzing this information. As consumers internalize the processes of inquiry, valuing, decision, and consumer action, they develop integrated consumer behavior.

Merely exposing the learner to a variety of processes is not sufficient. He must learn the nature of the process, know where and how it can and has been used, and be involved himself in using the process. The curriculum must provide episodes for inferring, for synthesizing, for judging, for the confrontation with issues, and for assessing and predicting consequences. What is most important is not what facts the students learn but rather the processes they learn to use to develop their ideas. Thus, the decision was made to develop modules that focused on process rather than on the acquisition of information or content.

The Framework

Extensive review of curriculum materials in consumer education provided the background for the development of a framework for teaching consumer education. The framework specifies value orientations and identifies consumer proficiences. It can be observed that consumers display a variety of different behaviors. These behaviors are grouped along a continuum from egocentric to other-centered. The continuum is divided into levels to aid in identifying the learner's progress. The framework serves as an organizational tool and is not intended to represent mutually exclusive stages. Consumer behavior matures and develops with the assistance of the process we call education. (The entire framework is found on page xii.) The following is a summary of the framework.

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Level I consumers tend to be impulsive. Immediate needs and wants determine most of their consumer habits.

Level II consumers tend to champion consumer rights. They accept many half-truths and their actions may be in conflict with their values.

Level III consumers' actions are based upon facts and values. They are strongly influenced by the total environment — both present and predicted.

Level IV consumers are motivated by their concern that their fellowmen be active public decision-makers. They are dedicated to truth and use their personal resources to accomplish their goals.

The framework identifies the developmental tasks to be accomplished by consumer education, and the definition of consumer education delineates the scope of the discipline. The educational goal thus becomes the development of the mental skills necessary to continued learning by increasingly competent, well-informed consumers. To progress from Level I to Level IV the consumer must master and internalize the processes of inquiry, valuing, decision, and rational consumer action. The *content is* these *four processes* and their component parts rather than topic-oriented subject matter.

The Spiral-Process Approach

Four basic processes have been identified as necessary for a person to use in moving through the levels of consumer behavior identified in the framework. The processes are the basis for the continuing development of consumers.

I. Inquiry process
II. Valuing process
III. Decision process
IV. Action process

The paradigm or model representing the spiral-process approach to consumer education is found on page xv.

The spiraling of the processes permits learners' repeated exposure to the processes themselves and to concepts at different levels of complexity, and it provides the repetition necessary for meaningful learning. Spiraling allows the teacher to plan the degree of repetition to correspond to the changing interests of learners and their increasing ability to understand abstractions.

Each of the basic processes implies and includes a cluster of inter-related skills which are developed in the module.

The process of inquiry includes:

1. recognizing a problem
2. considering tentative solutions (hypothesizing)
3. clarifying terms and concepts
4. collecting data and evaluating data sources
5. analyzing data to test the hypothesis and developing a conclusion
6. applying the conclusion to new situations.

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The process of valuing includes:

1. recognizing value components of a situation
2. considering value-relevant behavior
3. clarifying values exemplified and identifying conflicting values
4. hypothesizing about value sources and supporting the hypothesis
5. analyzing value alternatives and hypothesizing about possible consequences
6. examining value preferences

The process of decision brings together the results of the inquiry and valuing modules and further includes:

1. recognizing a decision-problem
2. considering alternatives
3. clarifying alternatives
4. predicting consequences
5. analyzing alternatives
6. ordering alternatives

The process of consumer action represents a culmination of the others and includes:

1. recognizing issues
2. considering evidence and alternative actions
3. clarifying consumer actions
4. organizing evidence and selecting actions
5. analyzing actions and accepting consequences
6. initiating and evaluating actions

The set of modules is designed to teach proficiency in performing processes essential to intelligent consumer behavior.

Use of the Modules

Recognizing that curriculum materials are more effective when adapted by the teacher for specific groups of learners, the modules have been developed for teacher use. The modules are intended for flexible use and are appropriate for learners from grade 9 through adults, in class or non-class situations and with vocational youth groups. Many of the activities can be adapted by the teacher for independent learning and individualized instruction situations.

Pre- and post-assessment devices are included to assist in measuring learning. The materials are competency-based and include instructional objectives and learning activities. Resources and related readings are also included.

Each learning experience is built to teach a process or portion thereof. Infinite adaptations are possible. Experiences may be used "as is" to teach consumer proficiencies or adapted and supplemented with other learnings. For instance, a lesson may include a situation about the consumer problems of an automobile purchaser. The situation could be replaced with one about the consumer problems of grocery shoppers.

Consumer Education Curriculum Modules: A Spiral-Process Approach is not designed to replace existing curriculum materials. Rather, it is to help the teacher alter the focus of present instruction in consumer education by providing the means for emphasizing the processes necessary for the development of competent consumers.

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FRAMEWORK

The ***Consumer Education Curriculum Modules: A Spiral-Process Approach*** was developed to help an individual assume responsibility for gaining satisfaction and an improved well-being for himself and others in present and future generations by developing consumer capabilities, skills and understandings. Consumer well-being is a state of existence (life) characterized by the rational approach to the consumption of goods and services in a manner consistent with values influenced by a concern for one's fellowman and the preservation of the environment. Clusters of observable behavior and implied attitudes have been described to delineate consumer growth. The levels are seen as building upon one another until the consumer ultimately shows involvement and commitment through his behavior. The activities of the modules have been designed to facilitate growth toward Level IV.

Level I consumers choose, buy, and use according to their present needs and wants. They have only a sketchy idea of their roles as consumers and a hazy notion of their real needs and wants. They tend to be impulsive, unaware of conditions that influence their behavior, and secure with their past patterns for acquiring. In short, there is little evidence of critical thinking employed at this stage.

Level II consumers are part of the current consumer movement. They have knowledge of the decision process when carrying out many of their comsumer activities. They have a pseudosophistication in the marketplace. Their well-intended involvement in bettering the environment and social well-being for all may result in demands based upon half-truths which disregard the long-range implications of their actions. Value clarification is just beginning at this level.

Level III consumers' behavior shows the results of the integration of their personal values with judgments based upon facts. They attempt to assess the effects of spin-offs before carrying out decisions. They are strongly influenced by the total environment — both present and predicted.

Level IV consumers set priorities and exercise their influence upon the public and private sectors of the economy to improve conditions for present and future generations. They are the "superstars" among consumers, promoting change or the status quo in the interest of continued and improved well-being of all. They are truly involved in the role of public decision-maker.

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COMPETENCIES FOR CONSUMER EDUCATION

Over-arching Competency for the *Consumer Education Curriculum Modules: A Spiral-Process Approach*

The learner's consumer behavior is characterized by *inquiry, valuing, decision,* and *consumer action.*

The individual has internalized the processes of inquiry, valuing, decision, and consumer action so that he reacts persistently and consistently with a set of related consumer situations. This basic orientation enables the consumer to reduce and order the complex world and to act effectively in it.

The process of moving toward this competency is continuous and never-ending. One must master the four consumer competencies to attain the over-arching competency. When these consumer competencies are used by the consumer as an integrated system, the consumer will approach mastery of the over-arching competency.

Mastery is taken to mean the skillful performance of: a) each element within a process, b) each element in combination with other elements in the total process, c) independent application of the process, and d) cooperative application of the process.

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CONSUMER COMPETENCY:	OBJECTIVE:
The consumer will use at a level of mastery the *Inquiry Process* in relation to consumer behavior.	**Having completed the planned learnings in *Inquiry*, the learner will demonstrate use of the inquiry process at a level of mastery by:** 1) recognizing a problem 2) considering tentative solutions 3) clarifying terms 4) collecting data 5) analyzing data 6) applying conclusion
CONSUMER COMPETENCY:	**OBJECTIVE:**
The consumer will use at a level of mastery the *Valuing Process* in relation to consumer behavior.	**Having completed the planned learnings in *Valuing*, the learner will demonstrate use of the valuing process at a level of mastery by:** 1) recognizing value components 2) considering value-relevant behavior 3) clarifying values exemplified 4) hypothesizing about value sources 5) analyzing value alternatives 6) examining value preferences
CONSUMER COMPETENCY:	**OBJECTIVE:**
The consumer will use at a level of mastery the *Decision Process* in relation to consumer behavior.	**Having completed the planned learnings in *Decision*, the learner will demonstrate use of the decision process at a level of mastery by:** 1) recognizing a decision-problem 2) considering alternatives 3) clarifying alternatives 4) predicting consequences 5) analyzing alternatives 6) ordering alternatives
CONSUMER COMPETENCY:	**OBJECTIVE:**
The consumer will use at a level of mastery the rational consumer *Action Process* in relation to consumer behavior.	**Having completed the planned learnings in *Action*, the learner will demonstrate use of the rational consumer action process at a level of mastery by:** 1) recognizing issues 2) considering evidence and alternative actions 3) clarifying consumer actions 4) organizing evidence and selecting actions 5) analyzing actions and accepting consequences 6) initiating and evaluating actions

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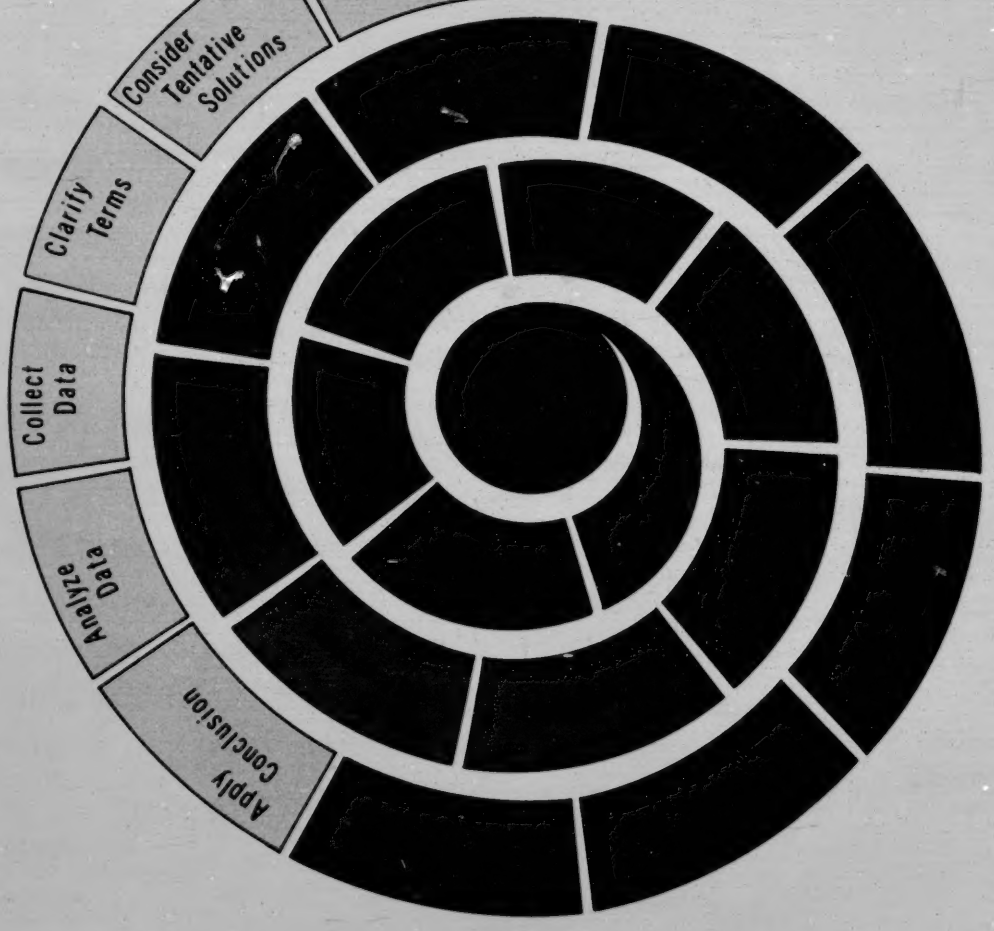
MODEL FOR SPIRAL-PROCESS CONSUMER EDUCATION



INQUIRY

CONSUMER EDUCATION — A DEFINITION

Consumer education is the process for gaining satisfaction through the considered use of personal and environmental resources. It promotes the development of a system for handling the continuous flow of consumer information while building consumer skills, principles, and understandings. At the same time, it assists the individual in his translation of past experiences into generalizations for future application. Its worth must be measured in terms of its contributions to the improved well-being of present and future generations.

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INTRODUCTION TO THE VALUING PROCESS

The learner is involved in identifying and clarifying values throughout the learnings in **Valuing**. Experiences are suggested for learners to examine sources of their values, why certain values are held, and possible consequences of alternative values. Once the process has been learned and internalized, it can be used in any situation where values are a factor.

The process of valuing goes beyond merely inquiring into sources of values and value clarification. The process of valuing includes: 1) recognizing the value components of a situation, 2) considering and describing value-relevant behavior, 3) clarifying values exemplified and identifying conflicting values, 4) hypothesizing about value sources and giving reasons to support the hypothesis, 5) analyzing value alternatives and hypothesizing about possible consequences, and 6) examining value preferences and stating reasons for the choice. For additional information about the process of valuing the reader is referred to **Related readings**, page 137.

In the valuing process certain learner skills are developed. These include observing, discriminating, describing, identifying, hypothesizing, analyzing, recalling, predicting, comparing, contrasting, choosing, and justifying. Experiences are suggested in which the learners examine sources of their values, why certain values are held, and possible consequences of alternative values.

Values play an important role in the daily lives of all consumers. A mastery of the valuing process facilitates a rational view of the consumer's world and may be used consciously to influence consumer decisions.

The topics of the learnings serve as a vehicle to teach the valuing process. In order for learners to be meaningfully involved in the valuing process, issues must be relevant to them. Therefore, in teaching the valuing process, the teacher will need to select topics which are relevant to the particular group of learners.

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Administering the Valuing Process Pre-Assessment

Before beginning to use the learning experiences within **Valuing** the teacher may wish to administer a group of pre-assessment questions from among those presented in the **Valuing process assessment items,** page 3-31. The **Matrix of valuing process assessment items,** page 92, may be used as a guide to selecting questions.

This pre-assessment provides evidence regarding each learner's ability to perform the objectives of the valuing process prior to participating in the learning experiences. Such evidence is useful in planning lessons to meet the educational needs of learners. From the valuing pre-assessment results, the teacher can identify those objectives of the process which require greatest emphasis.

What is being evaluated is the learner's ability to perform the Valuing process. The learner is not being tested for knowledge of specific topics. Therefore, the topics of the assessment questions and the topics of the learning experiences need not be the same.

The **Answer key for the valuing process assessment items** is found on page 90. No form for the learner answer sheet has been included since the teacher will want to select from among the questions those which are appropriate for a particular group of learners. As learners re-encounter the valuing process, the teacher could select more complex assessment questions.

Since learners will take the same evaluative questions following the valuing process learning experiences selected by the teacher, the copies of the questions may be reused for the post-assessment. If this procedure is followed, the teacher would direct learners to respond to questions on an answer sheet or on a blank sheet of paper.

A comparison of the learner's pre-assessment and post-assessment responses will help measure whether and to what extent the learner has developed the stated *Consumer Competency* for **Valuing.** (Directions for administering the valuing process post-assessment are found on page 89.)

VALUING PROCESS ASSESSMENT ITEMS

1. Check the **one** statement below which contains a value problem.

   ____A. Today's three-cent drop in the price of eggs caused egg producers to lose money.

   ____B. The weather chart indicates an increase in average moisture, which is causing flooding in the East.

   ____C. John is considering selling his car because his girl friend doesn't like it.

   ____D. The stock market went down today.

2. Below are four problems. Check the **one** problem which is the **most** value-centered.

   ____A. What foods does the body need for growth?

   ____B. What vitamins are needed for strong bones?

   ____C. What foods should I eat if I want to improve my figure?

   ____D. What effect do seasons or times of the year have on the cost of fruit?

3. Which **one** of the following statements expresses a situation which involves value problems? Check the blank preceding your choice.

   ____A. The Horton's house was heavily damaged by a flood.

   ____B. Mrs. Johnson's vision is 20-30 which is corrected to 20-20 with glasses.

   ____C. Harold Peterson was born in Norway sixty-five years ago and moved to the United States with his parents when he was five.

   ____D. Mr. and Mrs. Marshall argue every week over whose turn it is to do the grocery shopping.

4. The consumer is faced with many questions and problems. Some questions and problems are related to values; others are not.

In the blank preceding each question write:

V if it **is** related to values.

NV if it **is not** related to values.

____A. What government agencies deal with consumer issues?

____B. What effects does shoplifting have on the cost of goods?

____C. What should a person do if he sees another person shoplifting?

____D. How important is it to prevent continued pollution of the environment?

____E. What cities in the United States are said to have the greatest amount of air pollution?

____F. How can I best use my resources to help improve the quality of the environment?

____G. Is it worth my time to belong to community organizations?

5. Four problems are listed below. Check the **one** problem which is most highly value-centered.

____A. Who licenses television stations?

____B. Who should decide what programs are on television?

____C. To whom can a person write to express comments about certain television programs?

____D. Who controls the type of advertising on television?

6. Doris ordered and received a dress through a mail-order house. After receiving the dress, she tried it on and was satisfied with the fit. Now, after wearing the dress two times, Doris has decided that the sleeves are too tight and that she is uncomfortable wearing the dress.

Check the **one** question below which is a value-related problem that Doris must answer.

____A. Is it all right to return clothing that has been worn?

____B. Is it possible to return goods purchased through mail-order catalogs?

____C. Did the mail-order company send the dress size that was ordered?

____D. How long has it been since the dress was received in the mail?

7-8.

City Telephone Company
Main Street
Downtown

Dear Sir:

I would like to tell you how much I appreciate the efficient service of your company. One of your long distance operators, Hal Bison, gave me very courteous assistance last week. The call resulted in a $5,000 contract.

I am pleased that you have such able people working with the public.

Sincerely,

Betty Kadar

7. After reading the above letter, describe the **behavior** of Betty Kadar which tells something about what she values.

8. Based on the above letter, what are three of Betty Kadar's values?

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9-10.

9. Describe the **behavior** in the picture above that is related to the values of the family seated at the table.

10. Check the **one** value listed below which is **not** shown by the family's behavior.

____A. Friendship

____B. Thrift

____C. Family togetherness

____D. Flexibility

11-12. Lois is buying a jacket which she knows costs $39.95 according to the price tag. The jacket is not on sale. The salesclerk rings up the sale and says, "That will be $29.95, please." Lois pays the $29.95. The salesclerk smiles and says, "Thank you."

11. Check the **one** statement below which **does not** describe behavior of Lois which is related to her values.

____A. Lois buys a jacket.

____B. Lois looks at the price tag before deciding to buy the jacket.

____C. Lois pays the amount that the salesclerk asks.

____D. Lois hears the salesclerk say, "Thank you" with a smile.

12. Check the **one** statement below which **could not** explain why Lois did not question the cost of the jacket.

____A. Lois might have experienced being overcharged when buying items. She could have decided that when she is undercharged, it makes up for times when she is overcharged.

____B. Lois might have wanted the jacket for a long time but could not afford it until she had saved $40. She had worked hard for this $40.

____C. Lois might have been taught by her parents that when salesclerks make mistakes and undercharge a customer, it is their fault and they must suffer the consequences.

____D. Lois might have been told by friends that this store overprices its clothing because it carries status name brands. She might have decided that the store is still making a profit when she pays $29.95.

13-14. The furnace in the Johnson home went out during the night when the temperature outside was 20° below zero. Mr. Johnson phoned the man from whom he rented the house to tell him that the furnace needed fixing. The owner of the house promised to get a repairman to the house as soon as possible. He invited the Johnson family to stay in his house until the furnace was fixed.

13. Check the **one** statement below which describes the behavior of Mr. Johnson which is related to his values.

____A. Mr. Johnson's furnace goes out.

____B. Mr. Johnson phones the owner of the house.

____C. Mr. Johnson is promised that a repairman will be at the house as soon as possible.

____D. Mr. Johnson receives an invitation for the family to go to the home owner's house.

14. Check the **one** statement below which could explain why Mr. Johnson behaved as he did.

____A. He could have learned from past experiences that you should not depend upon people from whom you rent houses to do anything about repairing furnaces.

____B. He could have learned in school that people should not be exposed to very cold weather for a long period of time because the exposure could cause death.

____C. He could have been convinced by his neighbor that it is important for the owner of the home to be responsible for necessary repairs.

____D. He could have developed a belief from church teachings that it is important to accept offers of friendship.

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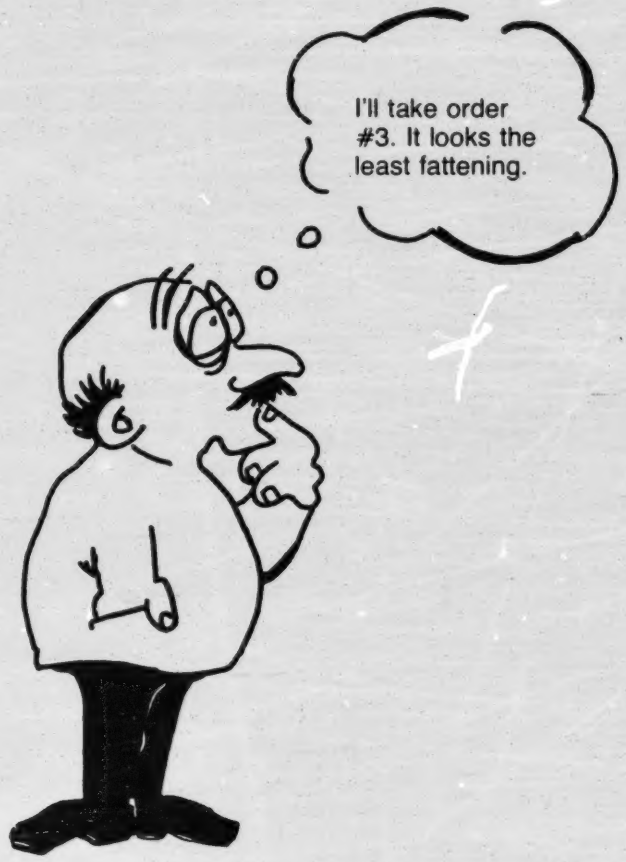
15.

#1 59¢	#2 75¢	#3 82¢
Hot apple pie & Coffee	Peanut Butter Sandwiches Milk Brownies	Celery Tuna Salad Skim Milk Apple



Check the **one** value listed below which the person in the illustration seems to hold.

____A. Thrift

____B. Self-discipline

____C. Friendship

____D. Time

16-25. In the blanks provided, write the letter of the value which would be upheld by each action listed.

Values

A education

B honesty

C material things

D recreation

E savings

Actions

____16. Spending money and time on leisure activities.

____17. Working part-time to pay current tuition bills at college.

____18. Borrowing money when money is needed rather than using one's savings account.

____19. Reading magazines which give information about consumer legislation.

____20. Buying goods for the purpose of bragging to others about their cost.

____21. Returning to the store an item which was put in your bag by mistake.

____22. Allowing a certain amount of time each week to do fun and relaxing things with others.

____23. Reporting a shoplifter to the store manager.

____24. Paying for a jar of jam your son breaks in the grocery store.

____25. Letting a salesman demonstrate a product in your home in order to get a free gift.

26-27. Mrs. Thompson has been bothered with arthritis the past few months, and her doctor has prescribed an expensive medicine that takes up Mrs. Thompson's extra money. Mrs. Thompson has always made holiday cookies for her friends. This holiday she wonders if she can afford all the nuts, butter, and flour that the cookies require.

26. List three values important to Mrs. Thompson.

27. List values which conflict.

_____ conflicts with _____

_____ conflicts with _____

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28-29. Consider the pictures and statements below. Each represents a value held by the person. When the two statements are considered together, the values conflict. For each set of sketches, determine which values conflict.

28. When I make a chair, I try to make it the best I can.

If I cut out some of the finishing touches, I will be able to produce twice as much per hour.

Check **one** statement indicating the value conflict in the sketches above.

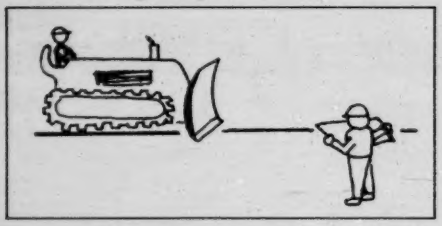
____A. Independence in one's work conflicts with the quantity of finished products.

____B. The quality of the finished product conflicts with happiness with one's work.

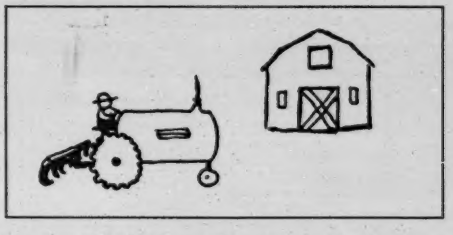
____C. Happiness with one's work conflicts with independence in one's work.

____D. The quality of the finished product conflicts with the quantity of the finished product.

29. The most important issue for a growing country is the building of new highways.



Every square foot of our land is important to all people because we grow the food that feeds the country.



Check **one** statement indicating the value conflict in the sketches above.

____A. The use of land for transportation conflicts with the use of land for recreation.

____B. The use of land for recreation conflicts with the use of land for food production.

____C. The use of land for transportation conflicts with the use of land for food production.

____D. The use of land for food production conflicts with the use of land for housing developments.

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30-34.

ZIPPY'S
FREE SURPRISE
Hey, Mom, will you buy us some Zippys? They have a surprise in the box! Please!
We don't buy Zippys because they are much more expensive than other cereals and they are sugar coated. We don't need that sugar. I'm sorry that Flicks do not have surprises in the box.

30. Name **one** value the child in the sketch seems to have.

31. Based on the sketches above, name **two** values the mother seems to have.

32. Which of the values you listed for questions 30 and 31 conflict with each other?

33. From what or from whom might the child have learned his values?

34. From what or from whom might the mother have learned her values?

35-41. The Intramural Athletics Club and the Language Arts Clubs at Augusta High School raised $300 for the children at a local orphanage. Now the clubs cannot agree as to what would be the most helpful use of the money.

The Athletics Club believes that physical fitness is very important and wants to give the children playground equipment.

The Language Arts Club believes that reading is an important part of human development and wants to give the children a library.

For each value listed below, write in the blank:

A if it is a value expressed by only the Athletics Club.

L if it is a value expressed by only the Language Arts Club.

B if it is a value expressed by both clubs.

N if it is a value expressed by neither club.

____35. Helping others

____36. Development of the mind

____37. Body coordination

____38. Children's welfare

____39. Ecology (welfare of the environment)

40. Check the blank preceding the **one** consequence listed below which the children are most likely to experience if the clubs spend the money on a library.

____A. Development of honesty

____B. Appreciation of new and different ideas

____C. Development of mechanical skill

____D. Improved physical appearance

41. Check the blank preceding the **one** consequence listed below which the children are most likely to experience if the clubs spend the money on playground equipment.

____A. Development of honesty

____B. Appreciation of music

____C. Improved physical health

____D. Improved grades

42-45.

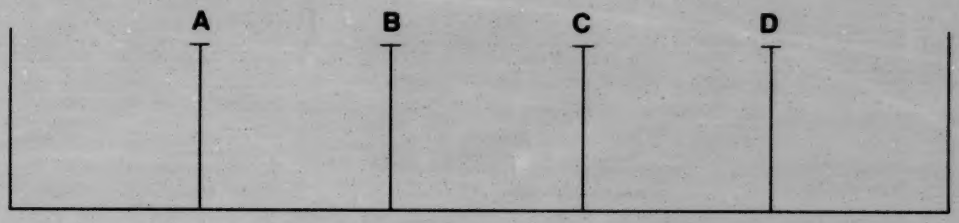
ISSUE: "Federal control of prices"

FOR:

The government should control prices of everything.

AGAINST:

The government should have no control over prices.



Above is a value continuum which shows two opposing views on federal control of prices. For the four lettered positions between the two opposing views, make statements which show a progression from one view to the other.

42. Write a statement for position **A.**

43. Write a statement for position **B.**

44. Write a statement for position **C.**

45. Write a statement for position **D.**

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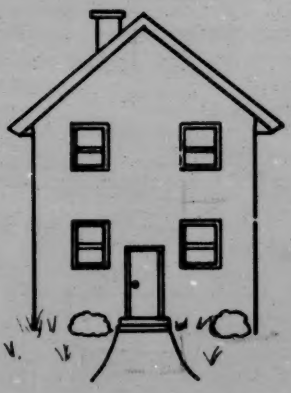

46-51. After each item listed below, write two different values the person might have been expressing about that item.

Tree	46.	_____	_____
House	47.	_____	_____
Windows	48.	_____	_____
Grass	49.	_____	_____
Bicycle	50.	_____	_____
Dog	51.	_____	_____

52-57. Following is an interview with a millionaire. Mark each of the millionaire's answers with one letter as follows:

A if the answer mentions a source of value choice.

B if the answer states a reason for a value choice.

C if the answer gives a consequence of a value choice.

Interviewer: Have you always been a millionaire?

Milionaire: ____(52.) No, when I was 25 I was penniless. My parents had always been poor and it hadn't bothered them. I had an aunt and uncle who were never worried about money.

Interviewer: How does your life style now compare with your penniless days?

Millionaire: ____(53.) Money works for me now. Once money, or lack of it, controlled everything, even what I wanted out of life.

Interviewer: What happened that changed your financial state!

Millionaire: ____(54.) When I was 25, I just didn't think there was much to live for. My family was unhappy with me, and I decided I must either conquer my money problems or commit suicide.

Interviewer: How did you decide what to do?

Millionaire: ____(55.) Like I said, I was penniless. I had no income and a lot of time. I went to the public library and read everything I could about money. One of the books helped me realize that I had always worked for money and that I had to turn things around to make money work for me.

Interviewer: In what ways did your decision affect your life?

Millionaire: ____(56.) I found that my mind was free to think about what was important. Before I was so concerned about money that I worked just to get money and nothing else.

Interviewer: How do your children feel about money?

Millionaire: ____(57.) I'm not sure. Kids learn from their parents and relatives. I found it was difficult for me to recognize that I must understand money in a different way from my parents.

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CONSUMER COMPETENCY FOR VALUING AND OBJECTIVES

Consumer Competency for Valuing: The consumer will use at a level of mastery the valuing process in relation to consumer behavior.

Objectives: Having completed the planned learnings in **Valuing,** the learner will demonstrate use of the valuing process at a level of mastery by:

1) recognizing the value components of a situation.

2) considering and describing value-relevant behavior in a situation.

3) clarifying values exemplified and identifying conflicting values.

4) hypothesizing about value sources and giving reasons to support the hypothesis.

5) analyzing value alternatives and hypothesizing about possible consequences.

6) examining value preferences and stating reasons for the choice.

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LEARNINGS FOR OBJECTIVE 1)

Recognizing Value Components

Consumer Competency for Valuing: The consumer will use at a level of mastery the valuing process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Valuing,** the learner will demonstrate use of the valuing process at a level of mastery by

1) recognizing the value components of a situation.

Suggested Learnings

page

A value is 35

Yes and no clues 38

Is it or isn't it 40

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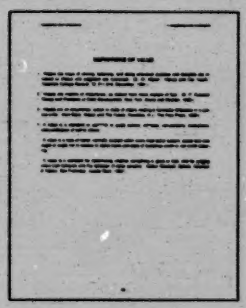
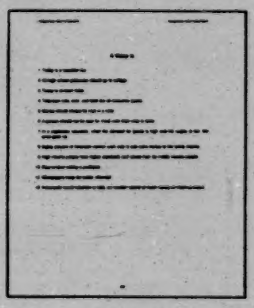
A VALUE IS

The following experiences will help learners to distinguish between value components of a situation and those components of a situation which are not related to values. The learners identify the problem and recognize that values are a factor in the situation.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
In your own words, what is a value? I will write your ideas on the chalkboard.	It's something that is important to me. It's something of worth. It is a standard you live by.
That's a good start. To help us expand our ideas, let's add other definitions from psychologists and educators. Read the *Definitions of values (page 95)*.	
	
From this collection of definitions, you may choose one or two that you like best. **Now we will look at a list of statements, *A value is (page 97)*.**	
	

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Suggested Teacher Response	Possible Learner Response
(Note: You may wish to reproduce these statements or prepare your own for the overhead projector so learners can see them while you talk about them.)	
Which statements express values? Which do not express values?	*(Learners say which statements do or do not express values.)*
Now that you have been able to distinguish between statements that express a value and those that do not, let's consider a situation.	

(Note to the teacher)

You may wish to choose one or more of the following situations with your learners. The questions following each situation are to elicit learner response.

Situation #1

Sarah is hungry for a pizza. It is Sunday and only two places that make pizza are open. Sarah went to DT's Pizza knowing the cost would be less there than at the other place.

After ordering the pizza to take home, Sarah watched the man make it. While making the pizza, the man talked to a friend on the telephone. He'd grab a handful of cheese then switch hands on the telephone and grab a handful of something else.

Thinking about how many people used that phone and handled food at the same time made Sarah a little sick. She wondered what kind of germs she might end up taking home in the pizza.

While the pizza cooked, Sarah tried to work up enough courage to say she didn't like the unsanitary methods used. But the delicious aroma of cheese and spices began changing her mind.

Questions:

What is the problem in this situation?
What things are important to Sarah?

Situation #2

Sam and Orville are having a somewhat heated discussion.

Sam: I distinctly recall that last year the price of apples went to $6.50 per box.

Orville: We have never paid that price for a box of apples.

Sam: Oh yes, look back on your budget. You will see that you paid $6.50 for each box of apples.

Orville: We have never paid such a fantastic price for apples. If we had, I'm sure it would stay in my mind forever.

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Questions:

What is the problem here?
Are there any values involved? What values are involved?
How could Sam and Orville solve their disagreement?

Situation #3

A local department store had been closed for two months. The store had been damaged by fire and smoke. Now the store was having a fire sale. George thought sales were fun and interesting, but he was unsure of buying anything that had been in a smoky building. What if the smoke smell had been absorbed into a garment or a product had been affected by heat and the damage was not visible?

Questions:

What is the problem here?
Is it a value problem? Support your idea.

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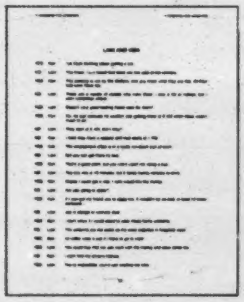
YES AND NO CLUES

Problems are of at least two kinds, value and non-value related problems. Value problems are identified as a basis for value clarification. The remarks in the dialogue, **Lani and Ken,** page 000, imply different types of problems or issues. The learners are guided through the use of "yes" and "no" clues by the teacher to identify the concept: Value laden issues. Learners may express the concept in their own words.

Learners will vary in their method of thinking through the data. Some will go from the general to the specific, others will tend to look first for the big picture. Either way is great.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
I will read you a conversaton between *Lani and Ken (page 99)*. The dialogue contains clues to a concept I have in mind. Each remark is labeled "yes" or "no" depending upon whether or not it contains the concept I have in mind. You are to determine what the concept is. We'll start by listing factors you find in the "yeses" on the board. If the factor is found in a "no" it cannot be the concept. Your task is to determine what concept I have in mind.	
	
What ideas do you have?	Job or work Thinking
(List on the board: job, work, thinking.)	
	(Learners read 2nd remark.) "Job" can't be what you have in mind. Cross off "job."

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Suggested Teacher Response	Possible Learner Response
What could we add from looking at the next "yes"?	Walters Employer People Employees
(Note: Continue by encouraging responses and adding to the list from the "yeses" and crossing off anything that comes up in the "noes." Be accepting and "drag" responses from the learners. This part can't be rushed. What do the "yeses" seem to have in common?, etc.)	They all seem to contain some problem.
You may be close to the concept.	
What is found only in the "yeses" and not in the "noes?"	It is a different kind of problem.
Try to state your idea again.	Well, in the "noes" are things that are facts related to problems like the number of employees or when work starts or distance. The "yeses" are always something that one person might see as a problem, but it might not be a problem to someone else.
I think you may have the concept. How else could what you're saying be stated? Who has an idea?	
(Let students have time to think.)	Problems related to values.
Yes! That is the concept I had in mind: issues or problems related to values.	

(Note to the teacher)

The following questions may be used to reinforce the learners' concept of value components. The learning, ***Is it or isn't it,*** *(page 40) builds upon the responses to these questions.*

What is it about value-laden remarks that makes them different from other remarks?

How might you tell someone else how to identify statements which reflect values?

What things gave you clues to the concept of value issues or problems?

You mentioned another possible concept. What made you decide that it was not right?

What values were displayed in the dialogue?

Who held what values?

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IS IT OR ISN'T IT

The following lesson uses a technique designed to involve learners in generalizing or drawing inferences from what they know about values and valuing. This technique centers on learners' ideas. The teacher is to be accepting of all ideas. A sample response is shown below. Be assured that your group will respond differently. There are no "right" answers or "right ways" to group items.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Now that we've talked about values — how to recognize them in a situation or statement — let's name some. They can be values you hold or values of other people you know. I'll write your ideas on the chalkboard. *(Note: The list your learners develop will be different from the list in the right hand column.)*	health beauty money authority power life children security 70° days religion sleep friends stereo new clothes peace comfort morals creativity freedom choices adventure boyfriend fun being left alone food happiness
What things seem to belong together? What things could you group?	money authority power religion morals life peace being left alone freedom choices security creativity happiness beauty comfort friends children food boyfriend *(Learners group items as they wish; there is no "right" way.)*
What are your reasons for grouping as you did? Why did you put some words together and not others?	Religion, morals, and life are all philosophical so they seemed to fit together.
Why have you left out some words?	The group that has peace and freedom in it seems to be states of being, I think.

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Suggested Teacher Response	Possible Learner Response
What do you want to do with *(70° day, for example)*?	From the list of definitions of values we had, I'm not sure a 70° day is a value. Do we value the day or the comfort it brings or have we some other reason? *(Learners speculate on which words are really values and which are not, based on previous knowledge. Learners develop a clear or working definition of values.)*
What labels can you attach to each group? *(The teacher writes above each group the label the learners choose.)*	We could call the group containing peace, freedom, choices, etc., CONDITIONS. Label religion, morals, and life as PHILOSOPICAL.
Let's think about what we've done so far. What relationships can you see between the groups? Between group . . . and . . ., for example. From the relationships, what broad statements can you make about values?	Values are usually more than just objects. There are causes and conditions of values. It is sometimes difficult to be sure if a value is *really* a value.

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LEARNINGS FOR OBJECTIVE 2)

Considering Value-Relevant Behavior

Consumer Competency for Valuing: The consumer will use at a level of mastery the valuing process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Valuing,** the learner will demonstrate use of the valuing process at a level of mastery by

2) considering and describing value-relevant behavior in a situation.

Suggested Learnings

page

Peabody and the charcoal grill 43

Mary Lee's future 44

Is it for or against? 45

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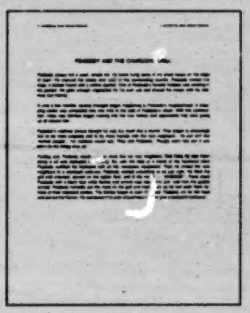
PEABODY AND THE CHARCOAL GRILL

The following activity will give learners practice in recognizing and stating value behavior which is central to a problem. The problem situation is read by all. At this stage, the learners describe in one or two sentences the key behavior of the characters in the problem situation. Learners may name (identify) the values they see in the situation or make inferences about the values or the reasons behind the character's actions.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Read the situation, *Peabody and the charcoal grill* *(page 101)*. 	
What is the problem in this situation?	Peabody tried to be like someone else.
What things are important to the people in the situation — Peabody, Peabody's family . . .?	Peabody likes peace and quiet, and his garden and dogs. Peabody's family thought it was important to have friends and be like everyone else.
What did Peabody try to do in this situation?	Peabody tried to please his relatives by trying to be friendly to the neighbors.
What did Peabody's family try to do?	Peabody's family pressured him into being more friendly and being like "normal" people.
If . . . is one of Peabody's values, which behavior seems to be related to it?	*(Learners relate values and behavior.)*
If . . . is one of Peabody's family's values, which behavior seems to be related to it?	*(Learners give ideas.)*

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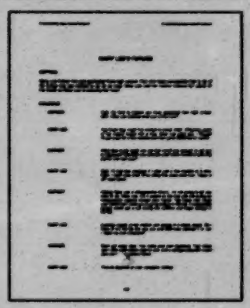
MARY LEE'S FUTURE

The use of skits in the classroom helps the learner to identify value-relevant behavior without becoming personally threatened by discussions of the behavior of the characters in the skit. Enlist two volunteers to present the dialogue, **Mary Lee's future,** page 103.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Listen to the presentation of *Mary Lee's future (page 103).* 	
Describe the behavior of Mary Lee which shows what she thinks is important.	She threw her books into a box. She said she wanted to travel.
Describe the behavior of her mother which shows what she believes is important.	She encouraged Mary Lee to get a job and go to college.
What values seem to be expressed by Mary Lee? By her mother?	Mary Lee seems to value travel and living for today. Her mother seems to value school, jobs, and security.
Why do you suppose Mary Lee got angry when her mother said she wanted her to begin college in the fall?	She wanted to make her own decisions.
Which of her values seemed to be in conflict?	Independence and pleasing her parents.
Why did Mary Lee's mother disapprove of Mary Lee's plans for the summer and next fall?	She thought a college education would make Mary's future more secure.

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IS IT FOR OR AGAINST?

When a value is evident in a problem, there generally is observable behavior which serves as a basis for making inferences about that value. When learners hold positive feelings or attitudes toward a value, they will behave in a manner that shows their positive feelings. This is called an "approach." Conversely, when learners do not favor a particular value, they will demonstrate behavior that exposes their negative view. "Avoidance" is the term which describes this behavior.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What might be the meanings of "approach" and "avoidance"?	"Approach" means going toward something. "Avoidance" means you don't want to have anything to do with it.
How does this relate to values?	I suppose it means we move or go toward something we value. Or, we go away or avoid situations or beliefs we don't value.
Those are good ideas. Approach behavior reflects reinforcement of a value. Avoidance behavior shows one does not hold a certain value. **Here is a statement that reflects values: "Every able-bodied person should work for a living."**	
What would be examples of behavior that would be considered approach behavior? *(Note: Remember it is behavior that learners are to describe, not attitudes.)*	The person would probably have a job. Some people don't have jobs, but even if they were fired they might be looking for jobs. That kind of person would probably say derogatory things about people who didn't work.
What would be considered avoidance behavior?	A person would refuse to work. A person would make fun of or laugh at people for working. He'd probably find ways for others to pay his expenses instead of working.
(Note: Assign a statement that reflects any value. Describe as many examples of approach and avoidance behavior as you can.)	

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LEARNINGS FOR OBJECTIVE 3)

Clarifying Values Exemplified

Consumer Competency for Valuing: The consumer will use at a level of mastery the valuing process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Valuing,** the learner will demonstrate use of the valuing process at a level of mastery by

3) clarifying values exemplified and identifying conflicting values.

Suggested Learnings

page

Behavior expressions 47

What's related? 48

The choice 49

Getting your money's worth 50

Freedom of choice 52

Reading the label 53

I value 54

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BEHAVIOR EXPRESSIONS

In this activity the teacher lists on the board several behavior statements under one column labeled BEHAVIOR STATEMENTS and asks the learners to name the values which may be related to each behavior statement. The related values are written under a second column labeled POSSIBLE RELATED VALUES and correspond to the behavior statement. During this phase of the valuing process, the learners may speculate about the relationship between the values and the behavior indentified. The learners will not necessarily agree on the values which they see in the behavior statements but are required to give reasons for the values they infer from the behavior.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Consider the behavior statement: Darwin always rides his bicycle to work instead of driving his car.	
What are some values that could be related to Darwin's behavior? Explain why you believe Darwin's behavior expresses these values.	Ecology, because a bicycle doesn't pollute the environment as much as a car does. Economy, because a bike is cheaper to run than a car. Physical fitness. A person would get a lot more exercise riding a bike to work than driving everyday.

(Note to the teacher)
The following behavior statements may be used to continue class discussion or for individual use in clarifying values exemplified.

1. *Harold always adds phony expenses to his income tax deductions because he feels he has to pay too much anyway.*
2. *Mark decided to rent a meat locker so he could store extra meat in case there was a meat shortage.*
3. *Joseph kept precise records of his income and how it was spent.*
4. *Howard decided to take skiing lessons so he would use his new ski equipment correctly.*
5. *Harriet volunteered to work every Saturday on the local park clean-up crew.*
6. *June would never go downtown when there were sidewalk sales.*
7. *When given a choice between a vacation on her grandmother's farm and going to summer camp, Britina chose to visit her grandmother.*

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WHAT'S RELATED?

In this phase of the valuing process, the learner names the values which are indicated by the behavior of the person(s) in a given situation. Using the following situations, ask the learners to name the values exemplified by the behavior described.

Situation #1: THE VACATION

Lee and Aggie were finally taking a vacation after being married fifteen years. Where they should go was the topic of their discussion.

"Let's fly to Florida for a few days and relax in the sunshine," said Aggie.

"Oh, I'd just as soon drive," said Lee. "It's cheaper than flying, and we can see more of the country that way."

"But think of the time we'll save flying!"

"Yes, but I've always thought it would be exciting to see the Appalachian Mountains and maybe hike part way up one."

"Well, let's not argue about it now. Let's call Ted and Doris and see how they enjoyed their drive to Florida. Another opinion on this matter won't hurt us any."

What values might be shown by the behavior described?

Situation #2: THE WEEKLY GROCERY SHOPPING

Sally hurried her family through dinner so that she could leave to go grocery shopping. She grabbed her coat and drove to the store. As she pushed her shopping cart up and down the aisles, Sally looked for food items that would be easy to prepare. She made sure she bought several types of cookies — the kids love cookies! She also bought potato chips, corny curls, and taco crispies. Sally checked off her list frozen dinners and pot pies as she filled her cart. While she was leaving the store, Sally thought to herself, "Thank goodness that job is done for another week."

What values might be shown by the behavior described?

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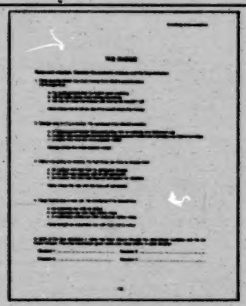
THE CHOICE

Often we are not aware that through our behavior we show our values. We generally behave in accordance with the values most important to us.

In this lesson learners practice analyzing behavior to see what value(s) has (have) been shown. This practice will help learners become aware of their behavior and become able to judge whether or not it is consistent with their values.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Complete *The choice* *(page 105)*. 	
From your own experiences, think of a situation in which you had to make a choice of how to behave.	*(A learner will share a situation.)*
Which behavior did you choose?	*(Learner shares behavior he chose.)*
What value did this behavior show?	*(Learner tells what value was shown.)*
Who else will share a situation with us?	*(Learners continue to analyze values shown by a behavior.)*
(Note: Continue questions to elicit learner response.)	

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GETTING YOUR MONEY'S WORTH

The zig zag lesson is one method that can be used to develop in learners the ability to examine their values relative to a particular topic or circumstance. It serves to shock or stimulate learners into an awareness that their own personal values often conflict.

The teacher selects a value which the learners may need to clarify. The lesson is introduced by asking innocent questions that serve to arouse interest. Questions "zig" and "zag" from one idea to another leading to a direct confrontation with the value issue. The confrontation is often surprising as it contrasts with the mild questions that came before it.

Following are three examples of zig zag lessons using consumer value issues such as "getting your money's worth" and "freedom of choice."

Most learners will respond in ways similar to those below. This lesson will not be effective with learners who do not value wise use of money. Wise use of money will be in conflict with other values that prompt a person to buy products he will never use.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What is your favorite cake?	Chocolate Macaroon
	Angel Food
	Cherry Fudge
What icing belongs on the cake?	Cooked Seven-Minute
	None. Ice cream is good with it.
	Cooked Fudge
Would you like the cake just as much if none of your friends thought that it was excellent?	Of course! I don't let others make my choices about food.
	Maybe it wouldn't be quite as much fun if I couldn't enjoy eating it with my friends.
	Probably not. My friend is the one who makes cherry fudge cake and it's so delicious her way!
What brand or kind of window cleaner do you prefer? Toothpaste?	*(Learners name brands.)*
How did you come to this decision?	My mother always used it.
	I saw it advertised on TV.
	It was on sale this week.

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Suggested Teacher Response	Possible Learner Response
Have you ever bought a product that you did not use? Why don't you use it?	Oh yes. I bought make-up once that made my face break out terribly. I've got bottles of perfume that smell awful when I wear them!
Did these products cost money?	Of course. Some were gifts.
Can you afford to spend money on products which won't be used up?	Certainly not. I could buy a coat for the money I've wasted on makeup. Well, what can we do about it? Stores don't want to take things back just because you don't like them once you are home.
If your answer to the last question was "no", how might you plan to avoid spending money on products which are put away and never used?	Buy only products I have tried and liked. Read *Consumer Reports* to become more informed.

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FREEDOM OF CHOICE

The values in conflict in this zig zag lesson are governmental protection and freedom of choice. Check the most recent legislation related to the content you choose for this lesson, i.e. Flame Retardant Standards.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
How many of you washed your face with soap last night?	*(Show of hands)*
What other products did you use?	Toothpaste, shampoo, etc.
Are you told what products to use?	No, I choose what I like to use.
Is being able to choose important to you?	Yes! It is very important.
Where do you get your information to make choices?	I listen to my friends.
	I hear advertisements on TV.
How are the advertisements you hear controlled?	They are controlled by government standards and regulations.
Are government regulations important to you?	Yes. They protect me.
The government has made a regulation that all mattresses are to be treated so that they are flame retardant. Flame retardant means that a mattress will not start on fire from a lighted cigarette that is lying on a mattress. The flame retardant law includes crib mattresses. What do you think of this regulation?	
	I think the regulation is fine for adults, but it is silly to have to pay extra for a flame retardant mattress for a baby's crib.
It may be, but this is the only type of mattress that can be manufactured now.	

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READING THE LABEL

The learner's values related to "getting the most for your money" and "freedom from being told what to do" are brought into conflict in this example of a zig zag lesson.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What color is your bedroom?	Black, red.
How did you find out?	I looked at it.
What is in this jar?	Peanut butter.
How could you tell?	I looked, smelled, tasted.
What is this fabric?	Wool? cotton? polyester?
	Can't tell.
If you were buying this fabric, how would you determine the fiber content?	Ask the salesclerk.
	Guess.
	Be satisfied not knowing.
	Read the label.
What are some things that might happen if you buy things without reading the label?	You might not get what you want or you might ruin the product because you used it wrong.
	You might cause danger to yourself because you bought the wrong things.
How would you feel if your new jeans shrunk in the wash because you didn't read the label?	I'd be really mad.
	I'd have to blame myself.
	I'd be angry with the store or the saleslady.
Would you want to avoid this situation? What could you do to avoid it?	Yes, I'd want to avoid it. I'd read labels and if things didn't have labels, I'd ask why not? Where are the labels? How can you prove to me that's a wool sweater?
	I'd write to my congressman and tell him I want to know what I'm buying. Don't we have laws about such things?

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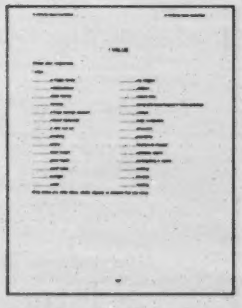
I VALUE

People occasionally find that something they value will conflict or clash with another value. It is helpful to be able to recognize these conflicting values so that we will become aware of a priority of values. This activity will encourage realization of personal value conflicts as well as the conflicting values in society.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
I am giving you a form which you can complete if you think about things you value. We'll talk about your answers after everyone has completed answering *I value* *(page 107)*. 	
Look at the items you have checked or have written in. What values are expressed by the items? Do any of the values conflict? An example of conflicting values might be that I value my family's happiness, and I value my independence, but my family is happy only when I do as they wish.	
Which, if any, of your values conflict?	*(Learners identify conflicting values.)*
What might be some conflicting values of others?	Someone might value conserving oil, and value items made of plastics. These two conflict since oil can be used to make plastics. A person might value freedom of the press, and yet might say that books about murders should be banned.
We have been talking about conflicting values. You have probably become aware of your own value conflicts, and those of others in this group.	
Who will summarize what we have been talking about?	When two or more of our values conflict, the conflict affects our behavior. Conflicting values cause us to act inconsistently.

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LEARNINGS FOR OBJECTIVE 4)

Hypothesizing About Value Sources

Consumer Competency for Valuing: The consumer will use at a level of mastery the valuing process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Valuing,** the learner will demonstrate use of the valuing process at a level of mastery by

4) hypothesizing about value sources and giving reasons to support the hypothesis.

Suggested Learnings

page
Value sources 56

Making the strange familiar 58

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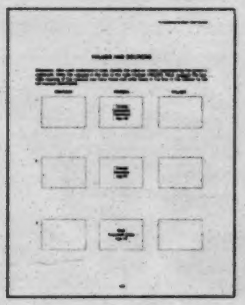
VALUE SOURCES

In this phase of the valuing process, the learner is encouraged to hypothesize about the sources of the values which are identified in the situations provided. The learners are required to give reasons for the hypotheses they state.

This learning is designed to help learners discover that most of their values are transferred from persons within their environment and are not independently chosen.

Make copies of **Values and sources,** page 109, for learners. As you read the value statements, the learners first identify the value or values expressed and write these in the box labeled VALUES. Then the learners discuss possible sources of the identified values, state reasons for their beliefs about the sources, and write the sources in the box labeled SOURCES.



An example of the way learners may complete **Values and sources** is given below.

VALUE STATEMENT: Male, electrician, age 26: "I get so mad when Ray just slaps things together and shows no pride in his work."

SOURCES	PERSON	VALUES
training boss	**Male Electrician Age 26**	pride in work

Value statements:

1. Female, psychiatric technician, age 48: "God has blessed me with healthy children. I feel my working with the retarded is one way I can repay Him."

2. Female, secretary, age 21: "These educated people I work for have to make things so complicated."

3. Male, insurance sales representative, age 40: "You sure meet some interesting and different people in this business."

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4. Female, homemaker, age 34: "I'm satisfied to be here at home. I could never leave my children and work outside our home. They are too important to me."

5. Male, custodian, age 50: "That check every month is security. I'm happy here and that is enough reason for me to stay."

6. Female, home economics teacher, age 28: "I just have to work; we can't make it financially otherwise."

7. Female, widowed homemaker and farmer, age 61: "All these conveniences they have nowadays. Kids are afraid to work. I remember when we were growing up and had to . . . "

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MAKING THE STRANGE FAMILIAR

This lesson is a practice in the use of creativity to expand the concept of the term, "hypothesis."

The learner is presented with a relatively unfamiliar concept, in this case "hypothesis," and is guided through successive analogies which facilitate creative thinking. The pattern may seem unusual; however, it produces results. If the original presentation is an abstract concept, then the direct analogy and the learners' original analogy must be selected from the animal world and the mechanical world (one each).

Additional information about this approach may be found in *Models of Teaching* (B. Joyce & M. Weil, Prentice-Hall, 1972, pp. 233-252).

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Consumers often develop hypotheses.	
A hypothesis is a statement of a possible explanation for why things occur, or it may be an educated guess. It is the result of puting together thoughts about relationships for the purpose of investigating and understanding any aspect of the universe. A hypothesis exists as a possible truth to be tested through research as a part of productive inquiry.	
(Direct analogy)	
Binoculars could be likened to a hypothesis. What are binoculars used for? What else do you know about binoculars? How do they look? feel? What are they used for?	*(Learners describe binoculars.)*
(Direct learners to be the analogy.)	
Pretend that YOU ARE the binoculars. **How do you look?** **How do you feel?** **Where are you?** **Look around, what do you see?** **What plans have you?** **Tell us about your day.** **Where did you come from?**	I am a funny looking device which people hold. I change visual perception. I feel out of focus. Now someone's changing me — I'm in focus. I'm scanning the field in the valley. I'm looking for something. My lenses are foggy. Oh! Someone just put me back in my case.
(Note: Be accepting of all ideas, even if they do not directly relate to your questions. Encourage different responses. Ask questions which evoke first person responses. Keep a list of elements as students bring them up.)	

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Suggested Teacher Response	Possible Learner Response
(Write in a column on the board a list of terms used by students in order to examine the connection between the example and the analogy. Head the column "BINOCULARS." Head a second column "HYPOTHESIS." Enter the elements as learners mention them.)	
In what ways could binoculars be likened to a hypothesis? You mentioned that binoculars may fog up, what about a hypothesis could be likened to "fogging up?" *(List learner responses.)*	**BINOCULARS** / **HYPOTHESIS** device / statement visual / mental focus / holds thoughts together see distance / investigate lenses fog / visualize relationships scanning
You found many connections between binoculars and a hypothesis. What elements don't seem to fit? No analogy is perfect, but it can be helpful in understanding something anyway *(identifying the limitations of analogy)*.	*(Learners mention limitations of the analogy.)*
Who will give a summary of our analogy? Include the ways binoculars and hypotheses are alike and ways they are different.	*(Learners summarize.)*
(Original Analogy) **Think of something from the animal world that is like a hypothesis. You may each choose your own. Notice that the list of elements we identified about a hypothesis is still on the board, you may add to this list. On your own paper, list elements of the hypothesis and elements of your animal analogy side by side. Note things which don't seem to fit. If you decide that you don't like the first analogy which you chose, pick another one. Be sure it is from the animal world.**	A hypothesis is like a butterfly we catch with a net. It may be a beautiful butterfly that we have never seen before or it may be one we think we've seen. Etc. *(Learner responses will vary greatly.)*
Use no more than half of your paper and write out your analogy. Tell both how it and a hypothesis are alike and ways they are not alike.	
You have so many exciting ideas. Would you prefer to share by reading your own or someone else's?	*(The learners will develop very exciting and creative analogies.)*
You have a variety of exciting thoughts about what hypotheses are and how they may be used. Develop a hypothesis of your very own to explain how people acquire values.	

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Suggested Teacher Response	Possible Learner Response
What value will you choose?	health, religion, honesty, friends
What is your hypothesis?	People acquire all their values before they enter high school from their parents.
How can you test your hypothesis? *(Guide the development of each learner's hypothesis about sources of values and determine a way for evaluation.)*	I've got my old diary, I can . . . The school counselor has notes of interviews from each school I attended. I could look for clues there.

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LEARNINGS FOR OBJECTIVE 5)

Analyzing Value Alternatives

Consumer competency for Valuing: The consumer will use at a level of mastery the valuing process in relation to consumer behavior.

Objective: Having completed the planned learnings in ***Valuing,*** the learner will demonstrate use of the valuing process at a level of mastery by

5) analyzing value alternatives and hypothesizing about possible consequences.

Suggested Learnings

page

My position is 62

I changed my position 64

I don't believe you! 66

V-A-L-U card game 68

C. L. Johnson 69

One thousand and one, one thousand and two 71

Faces of values 74

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MY POSITION IS

In order to predict consequences and declare value preferences, one must first consider alternatives or choices. The value continuum is one way to solicit a full range of possibilities on issues. The continuum is similar to the swing of a pendulum. It moves through all positions between two extremes.

To construct a value continuum, first identify an issue, such as federal control of prices. Name two opposing views related to one value, i.e., complete federal control of prices versus no federal control of prices. These can be written on opposite ends of the chalkboard.

Learners are to name many other alternate positions related to the value issue and place them on the continuum in relation to the opposing views. There is no set number of positions for any continuum.

The value continuum can be used in several ways. It can be constructed jointly by the teacher and learners (as described above), written by the learners on any given value issue, or given to learners in the form of a handout from which the learner selects two opposing positions and gives supporting statements or arguments. Write the value continuum on the chalkboard or an acetate for the overhead projector, or prepare it as a handout. You might use a continuum similar to the following one about credit cards.

CONTINUUM:

1. I ALWAYS pay cash. I have never used credit cards and I don't intend to. Furthermore, no one else in my household is allowed to use them either. Credit cards are ruining this country.

2. I'm afraid credit cards have gone much too far. You can buy ANYTHING with them these days. We don't use them because the temptation is too great to "buy now . . . pay later." I don't think other people should use them either.

3. I don't care to use credit cards. I prefer to pay cash. If other people want to use credit cards, that's their choice.

4. I have no opinion either way. What's all the excitement about?

5. I use credit cards, but only in case of emergencies . . . for instance, if I'm on a trip and run out of money.

6. I think credit cards are so helpful, especially for sales or when we shop out of town. I wouldn't be able to take advantage of January white sales if I didn't have my credit cards.

7. Credit cards are the greatest things invented!! Throw away the money and just let us have our credit cards. I love them!!

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TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
After you have read the value continuum, select two positions, not close together on the continuum, and write a statement that supports each position equally well. I shouldn't be able to tell what your true values are.	*(Learners write their supporting statements.)*
What position might a man with three teenage daughters take?	He might take position two because it would be very easy for his daughters to "buy now, pay later."
What position might a widow with four preschoolers, many hospital expenses, and a part-time job take? *(Note: You might ask about other types of people who might take different positions.)*	She might take position number six because she may want to use credit to save money by buying at sales.

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I CHANGED MY POSITION

There are several different ways to use a value continuum. One of the ways is to use the continuum in the form of a story. The following story has seven distinct positions on door-to-door salespeople. The positions in the story are italicized. Write the italicized positions on the chalkboard, labeling them #1, #2, and continue through seven.

Divide your room into seven areas. Label one area #1, the next area #2, etc. The learners are to stand in the block number that corresponds to the position they take about door-to-door salespeople. As you read the story the learners may change their positions. You might wish to write a different story if the following is not suited to the interests of your learners.

SUGGESTED STORY CONTINUUM:

This conversation was overheard at a clinic. It gave me some ideas of how people feel about door-to-door salespeople.

1. One person said, *"I have never bought from a door-to-door salesperson.* I really don't think I will ever buy from one either. I have a business downtown and door-to-door salespeople are infringing on my territory."

2. The person beside me said, *"I rarely buy anything from a salesperson who knocks on my door.* It is so easy to buy too much now and when it comes to pay, 'YIKES!'. I did buy a toaster the other day though. I hadn't been out of the house for a week and the representative was so nice to talk to me, so I bought a toaster."

3. Another person said, *"I prefer to buy my things in a store.* I have a place to return the merchandise if I need to and I like to look in the stores. If other people like to shop at home though, it's fine with me. What do you think, Bobbie?"

4. *"I really don't care one way or the other.* I can take them or leave them. You people are all so negative about salespeople. I wonder how some other people feel."

5. "I'll tell you how I feel. *I buy from a door-to-door salesperson occasionally,* but usually that's if I can't buy it downtown. For instance, I can't get my brand of hair lotion downtown and a door-to-door salesperson handles it, so then I buy!"

6. Another person said, *"I think those people are the most helpful salespeople* around. I love people who demonstrate their products. My house smells so wonderful after a salesperson has been there."

7. Then my friend Joey who feels that *door-to-door salespeople are just tremendous* said, "I have small children and at home I can't always hire a babysitter so that I can go shopping. I wish every product had a door-to-door representative."

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TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Read the seven position statements on the chalkboard. Decide what position you would take and move to the floor block with the same number.	*(Learners move to block representing their position.)*
As I read a story about door-to-door salespeople, you may change your position. If you do, move to the block number that represents your position.	
(Read ***Story continuum****, page 64.)*	
. . . , which part of the story made you change positions?	*(The learners state their reasons for changing their positions.)*
(Note: Continue asking questions of this type so learners realize there are many related positions.)	

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I DON'T BELIEVE YOU!

Many discussions about value-laden issues are unproductive and often result in a stalemate. The devil's advocate is a technique that brings into view unconsidered or controversial dimensions of an issue. Because the "devil" and his arguments are objects of attack, learners involved in the discussion are not threatened personally. The teacher selects a topic which is value laden, thinks through opposing arguments, and develops an unpopular role for the devil to play. The teacher then becomes the "voice of the devil."

In order for the devil to sound convincing, he must state facets of his argument until the learners begin challenging him and the atmosphere of the room becomes charged with conflict. The "devil" may be irrational and illogical as he "pushes" the learners to think.

In a dogmatic and unyielding manner, the devil presents his view and reinforces his position throughout the discussion. The discussion or argument continues until the learners have explored a variety of alternatives. At this point the discussion is stopped and the learners are allowed to ponder privately the implications of the discussion.

The following introductory speeches are ideas of ways that the devil might speak to a group.

Speech #1

Let me tell you about something I saw yesterday. Here was a woman in the grocery store shopping. I couldn't believe how she wasted her time looking at several packages of meat before making a choice! Why, I just pick up the first roast I lay my hands on.

Somehow this woman managed to be at the produce counter when I got there. Oh boy, I thought, is she going to be in the way again? I watched her pick up five or six heads of lettuce looking at each carefully. Well, lettuce is lettuce, I say, and grabbed a head from the pile.

Wouldn't you know, she was at the same checkout counter and she must have memorized the price tags. When the clerk rang up 54¢ instead of 45¢, the woman said, "Aren't you overcharging me on that item?" What's 9¢ I say — give the poor clerk a break . . . Customers like her must really be a pain!!!

(Note to the teacher)

After the speech it may be interesting to ask the following questions.

How did you feel?

What alternative values were expressed?

How were they expressed?

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Speech #2

What I do is nobody else's business! If I eat only half my lunch and throw the rest away, that's my business. I like to use six paper towels to dry my hands and wear a different pair of shoes every day. When I buy a car it's going to be a big one and I'm going to take all that pollution stuff off it. I always leave all my lights on and turn up the heat in the winter so I can have a window open. All this nonsense about returning bottles — you won't see me running back to the store for the deposit. Next thing you know they'll take aluminum foil off the market and make you share one newspaper for the whole neighborhood. Someday I'm going to be so rich that I'll have a swimming pool I can bathe in and change the water every day.

(Note to the teacher)
As a separate, but related learning experience, a learner may wish to prepare devil's advocate positions and present them to the class. The group can seek and explore a range of alternatives to the value concern presented by the individual.

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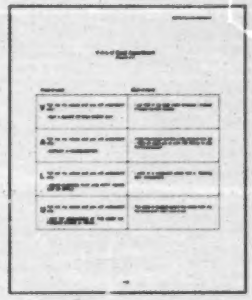
V-A-L-U CARD GAME

This evaluation exercise masquerades as a game. During this game, you may want to keep individual records of students' abilities to name alternative values.

Select four students to serve as a V-A-L-U Board. Provide each member of the board with 1) a marking pen and 2) a score sheet — a large sheet of paper positioned so the class can see it as correctly identified values are written on it.

Place the score sheets in view of the class. Each member of the V-A-L-U Board draws a card from the **V-A-L-U card assortment** for round 1 and writes on the score sheet the letter "V", "A", "L", or "U" which is on the card he has drawn. The **V-A-L-U card assortment** is on page 113.



Order of play:

Beginning with "V" each member of the V-A-L-U Board reads to the class from the face of his card, "Tell me my values and you will understand why . . . " The information on the back of a card is not to be revealed to anyone else at the time. When all four V-A-L-U Board members have stated their observable facts as shown on their cards, any member of the class begins the questioning by addressing a member of the Board, "(Letter), Do you value . . .?" The V-A-L-U Board member answers on the basis of the relationship between the value questioned and the reason for the behavior which is shown on the back of the V-A-L-U Card as follows:

"Yes" if the value is related to the reason for the behavior. (Each "yes" value is written on the score sheet for the class to see.)

"Maybe" if the relationship between the value and the reason for the behavior is unclear.

"No" if the value is not relevant.

When the score sheet shows that three values of any V-A-L-U Board member have been identified, the class members confer with one another to develop one hypothesis which would explain the behavior. A spokesman for the class asks "You value . . ., . . ., and . . . Therefore, do you (observable behavior) because you . . .?" The V-A-L-U Board member answers "yes" if the reason is identified and then he presents another observable behavior from his next value card (Round #2). If the hypothesis is incorrect, the class must identify three more related values before posing another hypothesis to the same member of the V-A-L-U Board.

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C. L. JOHNSON

Values affect what people do. People whose values are dissimilar may act differently from one another.

The intent of this lesson is to provide the learners with a means of hypothesize about the consequences of values.

You will need a bag into which you have put some snack foods (candy, potato chips, milk). Learners won't be able to see the snacks.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Suppose this bag contained potato chips, candy, and milk. Do you think you might want to eat something that's in the bag?	Boy, would I ever! Maybe! You betcha!
Only a few of you seemed uncertain. Maybe I'd better tell you something about the foods in the bag.	
I picked the potato chips up from the floor in the cafeteria. They aren't in large pieces since they'd been stepped on when I found them.	I knew there had to be a catch!
The candy was stored on uncovered trays in a warehouse where rats were commonly seen.	Yech!
The milk is fine except for the stuff floating on it.	
Now, who wants to eat something from this bag?	Not me! Ugh, you've got to be kidding!
Why not?	They are dirty and full of germs.
At first you wanted to eat them. What value probably caused some of you to change your minds?	Cleanliness

(Note to the teacher)
Continue this lesson by reading the following story about C. L. Johnson to the learners.

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STORY: C. L. Johnson — The Guy Who Valued Cleanliness

One day when C. L. was five, his mother found him in tears. He had dropped his cookie and Boo, their dog had licked it. C. L. didn't want to eat that cookie anymore.

C. L. didn't play outside with the other boys. They always ran their trucks on paths they'd traced in the mud. C. L. was lonely but he was cleaner than those boys!

When C. L. was 16, his teachers got very upset because he'd leave classes every two hours to change his clothes so he'd be nice and clean. So, C. L. dropped out of school.

When C. L. was 21, he moved into an apartment. He cooked his first meal and it was delicious! C. L. thought he'd love cooking, but then he saw all the greasy dishes. He just had to throw them away. Into the garbage they went. His roommates laughed at him, so C. L. moved again.

C. L.'s girl friend wanted him to go swimming. He couldn't imagine all those dirty bodies in one pool so he refused to go. His girl went swimming with his brother.

Throughout his life, C. L. refused to do things that would get him dirty in any way and C. L. was so clean that he squeaked when he moved.

When C. L. was 80, he passed away, a victim of a clean cut.

After the story, question learners.

Why might I have told you this story? (Ask other questions to get learners to generalize about the consequences of holding values.)

Now, each of you is to write a story about a person who is strongly influenced by a particular value. Let your mind wander as you put together your story. Think of all the things which may be affected by the person's value.

If learners seem slow to choose a value, have some values written on cards so the learner may draw one.

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ONE THOUSAND AND ONE, ONE THOUSAND AND TWO

The intent of this lesson is to help the learner utilize his knowledge of values in hypothesizing about what consequences the values he holds may have upon his life.

The teacher who effectively employs this technique must be "in tune" and sensitive to the feelings of the learners. Choose a time when learners are most likely to be responsive. Forty-five minutes is the minimum time in which the steps can be completed. This time period should be as free of interruptions as is possible.

No student should be forced to participate. Therefore, make a provision for students to leave the instruction area without penalty or loss of face. Be sure learners understand that there will be no penalty assessed if they choose to leave the room or retreat quietly from the group.

You will need a mechanical timer or a stop watch with a second hand, slips of paper, and a very calm, warm manner for this lesson.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
You may find out some things about yourself and your life if you choose to participate in class today. I can't explain exactly what you will be doing, so you will have to decide if you are willing to learn something about yourself, and perhaps something about your future. You will not be forced to say anything, but if you later wish to discuss some things, then that is what we'll do.	
If for any reason you cannot stay for the entire session, then you may go to the area assigned *(home or outside or some specific place that has been arranged)*. **Nod your head if you plan to stay. Absolute silence is required, so get comfortable now. Sit any place. On the floor if you wish.**	Do you really mean that? *(Learners nod.)*
If anyone wants to leave, do so now. *(Wait and see. Probably no one will leave unless he or she really has to.)*	
We're ready to begin. Take 8 slips of paper from the stack being passed.	
On each slip of paper, write down something about which you really care. No one will see what you write down. Are there any questions?	Do you mean a quality or an object?

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Suggested Teacher Response	Possible Learner Response
Both, or either, would be fine. Write whatever is important to you. You'll have 5 minutes. *(Be alert to any learner who needs to leave and privately assure him that he may leave quietly.)*	
(Wait until learners stop writing.) **Nod your head if you have completed.**	
	(Learners indicate that they are ready for the next instruction.)
Place your slips in front of you so that you can see all eight and decide which is probably the most important to you, then what is next most important to you, and so on through least important. Number the slips one through eight with the number "one" on the most important slip. Think about what each idea on the slips means to you.	
Arrange the slips, one on top of the other so that the most important is on top. *(Allow ample time for all learners to get their slips arranged.)*	
Look at the top slip of paper. Consider no longer having the object, or thing, or whatever you mentioned on that slip. Turn the slip over. Think about what it means to you to be without that. How do you feel? When I turn off the lights, you will have two minutes to concentrate on what you are like now. What are you like? How are you different?	
(Turn off lights to reinforce the feeling of a quiet, private room.)	
(Set the timer for two minutes and stay as quiet as you expect the learners to be.)	*(Learners contemplate what they'd be like without whatever they wrote.)*
(Timer rings.)	
Go on to the next slip and read it to yourself.	
Now you must give up whatever you wrote on that slip of paper. Turn the slip over. Consider how losing that thing or quality affects you. You have two minutes. *(Set timer.)*	
(When the timer rings continue instructing the learners to move through the successive slips in the same manner, until all eight slips have been considered and given up.)	

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Suggested Teacher Response	Possible Learner Response
What would your life be like if you really did lose these things? Each of you may feel an emptiness. You may feel a part of yourself is really missing. You may be uncomfortable. *(These supportive comments contribute to the trusting and accepting atmosphere needed throughout this session.)*	
Your slips should still be in order. We pretended to lose part of what is important to us in order to gain a feeling of how our lives would be different. We must take time now to put ourselves back together. I'll set the timer to ring at two minute intervals. Look at slip number eight. Think about how it feels to have it back. When the time rings, take back slip number seven, etc.	
(When learners have accepted slip number one, turn on the lights.)	
What might you like to say about your experiences? Share anything that you wish.	*(Responses cannot be predicted. Some learners may describe in detail their feelings and state concerns about their values and goals. Some may avoid speaking in the first person. Some may wait a few days and talk with you or someone else whom they trust about their experience.)*
(Learners may want to talk as a group or not at all. You'll have to decide what is best for your learners. If they prefer not to respond, just sit quietly with them. Encourage them to talk over their feelings at some other time with someone whom they trust.)	
(When learners have had time to react either aloud or in silence, ask how many included material objects, or values, or ideas related to other people, if there is time.)	

(Note to the teacher)

You will recognize that this is a very powerful technique which may be upsetting to many learners. The upset feelings are basic to the technique and serve to force or allow the subconscious to guide overt acts such as crying or screaming. The result is that the person is stimulated to explore and hypothesize about the relationship of his actions, feelings and behaviors to his values and to the consequences of holding these values.

You may have experienced feelings which caused you to reflect upon your values and hypothesize about the implication for your life's goals when reading a book like ***Gone With The Wind, I'm O.K., You're O.K.,*** *watching a Hitchcock movie, communicating with nature, or attending a rock concert. Just as you may have found it necessary to reflect alone or with someone, your learners may need to counsel with you or another adult. When using this technique be ready to make an impact upon your learners and to counsel with them. Hypothesizing about the consequences of values to your life is a very personal task to master and a sophisticated objective to attain.*

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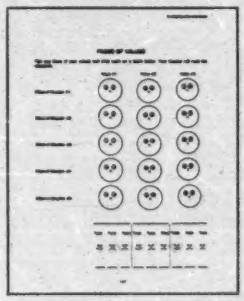
FACES OF VALUES

This game is designed to show learners how values can influence a person's reaction to different situations.

Prepare **Faces of values,** page 117, for your learners.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
I am giving you a handout, *Faces of Values (page 117).* 	
On the handout are three blanks. Write one of your values on each blank.	*(Learners write three values.)* Happiness, cleanliness, security Safety, freedom, truth Honesty, creativity, possessions Love, wealth, animals
I will read you some situations. Put yourself into each situation and think only about its effect upon the three values you listed.	
Place a mouth on the face of each value to indicate what effect the situation has upon each value.	
For example if you listed "wealth, nature and security," and the situation said that you had to declare bankruptcy, you would place a sad mouth on the face under *wealth,* a straight line for the mouth under *nature* and a sad mouth under *security.* Look at the bottom of your handout for sample mouths on the faces.	

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Suggested Teacher Response	Possible Learner Response
(Read the following situations.)	*(Learners complete the faces of their values.)*
Situation #1: **I let my friend drive my car to work, and later I saw him doing 40 M.P.H. in a 20 M.P.H. zone.**	
Situation #2: **I was having lunch at my girl friend's home. Her mother removed a head of lettuce from the grocery bag and cut off wedges for our salad.**	
Situation #3: **My brother told me he had taken a set of wrenches from a hardware store.**	
Situation #4: **Before her company arrived, Mrs. Martin had cleaned her house so thoroughly that she had become ill.**	
Situation #5: **Joe got a parking ticket but did not pay it. He threw it away instead.**	
(Note: You may wish to add more situations. Have learners total their columns.)	
What situations brought conflicting feelings to your values?	*(Respond with their conflicts.)*
What value was least affected by the situations?	Security, love, etc.
Write two situations which involve the three values you listed. In one situation include things which make you happy to hold these three values, and in the other situation, include things that make it difficult for you to hold these three values.	*(Learners write two situations.)*

LEARNINGS FOR OBJECTIVE 6)

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Examining Value Preferences

Consumer Competency for Valuing: The consumer will use at a level of mastery the valuing process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Valuing,** the learner will demonstrate use of the valuing process at a level of mastery by

6) examining value preferences and stating reasons for the choice.

Suggested Learnings

page

Say it! 77

Every price will go up 78

How many of you? 80

People moving game 81

Housing selection 82

Pill report 83

Competing values 84

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SAY IT!

Open-ended or unfinished statements help a learner to declare a personal value preference. It is important that the teacher not condemn values which are inconsistent with his own. The danger is that learners will not state their honest preferences, but will give lip service to values they feel will please the teacher.

The following are examples of open-ended statements. Write the statements on the chalkboard, read them, or have them printed as a worksheet. Learners can express their preferences orally, silently, or in written form. Their responses are not graded in any way. Learners may want to keep the completed statements in a file and refer to them at a later date to look for patterns of harmony or conflict among values.

1. If I had $5,000.00, I would . . .
2. If a salesman knocked on my door . . .
3. When I shop I . . .
4. To me money means . . .
5. I think credit cards . . .
6. I feel consumers are . . .
7. When I see some types of advertising, I . . .
8. I believe budgets are . . .
9. Dishonest businessmen should . . .
10. Shoplifting is . . .

When the learners have completed the sentences, ask them to answer the following questions silently.

Think back through your responses, did more than one answer come to mind when some statements were read?

What values do your answers show?

Where might you have acquired these values?

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EVERY PRICE WILL GO UP

One way to examine value preferences in a non-threatening and stimulating manner is through the use of value sheets. Learners are presented with a value issue and its alternatives. From that, the learners are encouraged to make choices and describe actions they would take.

The following activity is an example of a value sheet. The questions have been designed to help the learners clarify their values and declare value preferences.

Because valuing is a personal and individual matter, each learner writes his answers on a value sheet by himself. Later these can be shared with others or used as a basis for group discussion.

You will need to make a sign or poster that resembles the one below, "EVERY PRICE IN OUR STORE WILL GO UP MONDAY."

EVERY PRICE

IN OUR STORE WILL GO UP

MONDAY

PROTECTION DEVICES AND OTHER SECURITY MEASURES

HAVE FAILED TO STOP SHOPLIFTING SO WE HAVE

ADDED THE COST OF LAST MONTH'S LOSSES TO

EVERY ITEM IN THE STORE

The questions below could be distributed to each learner.

1. *What are your reactions to this ad?*
2. *What emotions do you feel? How strong are these emotions?*

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3. *Under what circumstances would you take something home without paying for it?*

   - *If you really wanted something and didn't have the money to pay for it.*
   - *If it was food and your family was starving.*
   - *Never, under any circumstances.*
   - *If the sales clerk put something in your bag with other merchandise and didn't add the price to your bill.*
   - *Other reasons.*

4. *Do you think someone could take something without knowing he had?*
5. *How would you feel if a friend took something while shopping with you?*
6. *What would you do if you saw someone take something from a store without paying for it?*
7. *What are some reasons people shoplift?*
8. *What do you think should be done to shoplifters?*
9. *What do you think should be done to decrease shoplifting?*

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HOW MANY OF YOU?

Voting is a technique which can be used to begin a lesson. As learners express their feelings on a particular issue, they also become aware of similar and different feelings of their peers. Read each question and ask learners to respond with a show of hands for positive responses. By answering the following questions about moving, the learners make public some of their value preferences.

Questions:

How many of you have moved to a new city or different location?

How many of you would like to move?

How many of you would move to a new location without finding a place to live first?

How many of you would locate housing by writing letters to answer ads in the newspaper?

How many of you want to live in the suburbs?

How many of you would prefer an apartment over other kinds of housing?

How many of you would choose housing based on the amount of room or living space it had?

How many of you would consider the distance to school or work when looking for a place to live?

How many of you would choose housing that is near a church of your choice?

How many of you would feel secure packing your own belongings?

How many of you would move yourselves rather than call a mover?

How many of you would borrow money to have a moving company move you?

How many of you would choose to live in a racially mixed neighborhood?

How many of you think that moving can be a fun experience?

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PEOPLE MOVING GAME

This game is designed to stimulate learners to think about people in various situations involving household moves. It will bring out the many different values, feelings, and attitudes held by group members concerning moving to a new place.

Procedure:

Divide the learners into groups of five to seven. One person is selected to be a secretary to record the story which will be developed by the group members. Give each group one each of the **Cards for people moving game,** pages 119-125. Each person in the group takes one card from the stack.

Starting with the person to the left of the secretary, each learner takes a turn by adding a character to the story. The group develops a single, continuous story about a household moving situation. Each learner describes the reactions of the character on his/her cards, emphasizing the character's feelings and attitudes toward the move.

A time limit may be set on the development of the story. One to two minutes per learner is usually sufficient. When the story is completed, have the secretaries share the stories with the entire group. This will promote a discussion about how differently people view moving and the wide variety of values expressed by the characters in the stories. The learners may realize that many of the values, attitudes, and feelings expressed by the characters in the stories are also values held by the learners themselves.

You may wish to add additional characters or make duplicates of one or two of the characters provided.

Figures cut from magazines or newspapers could be substituted for the characters.

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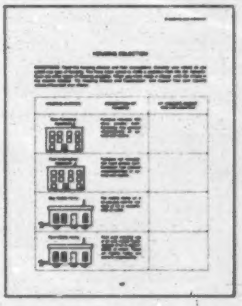
HOUSING SELECTION

Housing selection, pages 127-131, gives learners descriptions of many housing choices. The learners may choose one or more types of housing and are asked to explain how specific values influenced their housing choices.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Follow the directions to complete the form, *Housing selection (page 127)*. When everyone has finished we will talk about your housing choices. 	*(Learners make housing choices.)*
What were your housing choices?	I chose to rent an unfurnished apartment or an unfurnished house.
Why did you decide on these choices?	I don't have the money to buy my own home or mobile home.
What specific values, if any, influenced your choices?	My value of being able to pay for everything before I use it influenced me to not buy a home.
(Note: Continue asking other learners how their specific values influenced their housing choices.)	

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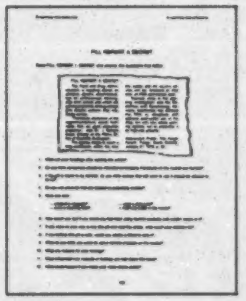
PILL REPORT

Written responses to questions which cause learners to examine their value preferences are often more appropriate than verbal responses. Because of the personal nature of value preferences, the teacher may wish to arrange small group discussion after the learners have completed the questions or the teacher may simply encourage the learner to make an appointment to discuss any concerns that result from the lesson.

You will need to prepare the **Pill report,** page 133, as a learner handout.



Questions the learners will answer:

1. What are your feelings after reading this article?
2. Do you think consumers should be informed immediately if products on the market are harmful?
3. If this pill is found to be harmful, do you think women who still want to use it should be allowed to do so?
4. Do you use products that are labeled as potentially harmful?
5. Have you ever:
   - — smoked a cigarette?
   - — used a cleaning fluid?
   - — used a detergent?
   - — had tulip bulbs in the house?
6. How would you feel if you found you had been using harmful products and weren't aware of it?
7. If you were on your way to buy this pill and read the article, what would your decision be?
8. If you believe this pill is safe, would you advise a friend to take it?
9. What do you think you could do about harmful products on the market?
10. What are some reasons for your feelings?
11. What influenced your reasons or the feelings you had about this issue?
12. What could happen if you made your value choice public?

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COMPETING VALUES

This learning experience teaches learners to analyze and take positions on issues which involve values. The belief behind this strategy is that values involved in important issues often compete. In order to achieve a balance of values, the person or group determines under what conditions one value should be given priority over other competing values.

Many consumer decisions involve competing values. For example, let's consider the consumer who buys a pair of jeans and finds that the zipper is broken when he returns home. Several values could be involved in his decision either to remedy the situation or to do nothing with the jeans. The consumer may value getting his money's worth, time, convenience, and responsibility. In his "jeans" situation, the consumer's values would compete with each other. If the consumer decides to take the jeans back to the store to get a new pair, his values of time and convenience would compete with his value of getting his money's worth. If he decides to repair or replace the zipper, his values of responsibility on the part of the store, responsibility on his part to return the damaged merchandise, and getting his money's worth compete with his values of time and convenience. The consumer could also decide to give the jeans away or put them away in a drawer somewhere. When he decides to do this, his values of time and convenience compete with his values of responsibility and getting his money's worth. Whatever his choice of action, none of the choices will be ideal. When there is a situation of competing values, one or more values must be compromised for the fulfillment of other values.

To use what we are calling "Competing Values," the teacher first presents a situation and then the learners and teacher carry out a dialogue. During the dialogue several or all of the following intellectual operations are performed:

1. *Abstracting general values from concrete situations*. The learner reacts to a real situation and identifies general values that are evident.

2. *Using general value concepts as degrees on a continuum*. The learner is to see the possibility of the partial achievement of a value in a real situation.

3. *Identifying conflicts between value constructs*. In the real or actual situation the values identified are examined to see if they conflict or compete with one another.

4. *Identifying classes of value-conflict situations*. In the actual situation, groups of values are studied to see if any group conflict with any other group.

5. *Developing analogies to the problem which is under consideration*. Different situations involving the same values are identified to see if a position on a value is consistent or inconsistent in different situations.

6. *Working toward a general qualified position*. Given different circumstances involving value conflicts, the learner takes a stand and identifies which values are given priority and which are compromised.

7. *Testing the factual assumptions behind a qualified value position*. When a learner makes a statement about a certain behavior, he assumes that the behavior will produce certain results. All assumptions must be tested.

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8. *Testing the relevance of statements.* Throughout the dialogue or discussion all statements need to be relevant to the situations. Learners must be aware of any irrelevant statements they make.

It is not necessary to perform all of the operations or to perform them in the order listed above, but there is a sense of logic to the order. Learner-teacher dialogue assists the learners in exploring a controversial or value related issue. It shows the learners where they stand and how they might best defend their position. Additional information about this approach can be found in *Models of Teaching* (B. Joyce & M. Weil, Prentice-Hall, 1972, pp. 48-61).

Situation: SUSIE

Susie will graduate from high school this year. She has worked three summers for the Forestry and Wildlife Department. Her job involved working with birds and other game animals — checking nests, feeding grounds and water supplies. She likes working outdoors and wants to do her part to keep natural wildlife from becoming extinct. Susie's family thinks she should choose a career that is not so rugged.

Susie has talked with her school counselor and is now considering several alternatives:

1. Go to a post-secondary vocational school ten miles from her home. The school offers a two-year degree in Forestry Service. A two-year degree position pays $6,000 per year.
2. Go to a four-year college 400 miles from home that offers a degree in Forestry and Wildlife. Possible jobs with a four-year degree would be in administration and management. These jobs would pay $10,000 to $12,000 per year.
3. Work full-time with the local Forestry Department at a salary of $400 per month. She has no idea what her chances of advancement are.
4. Go to the vocational school part-time and evenings studying Forestry and work part-time with the job she has now with the Forestry Department.
5. Take a Civil Service job in another state with the Conservation Department. The job involves planting fish in lakes and streams. The salary is $8,500 to $10,000 per year.
6. Go to the vocational-technical school to become a florist. The local florist has promised her a position at $400 per month when she has her certificate.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
(1. Abstracting general values from concrete situations.)	
What general values are involved in Susie's decision?	Career, family, education, ecology, high paying jobs, and wildlife and nature.
(2. Using general value concepts as degrees on a continuum.)	
If Susie decides to go to the 4-year college, what values are compromised?	She would compromise her desire to work with wildlife directly for higher working conditions.
What values are compromised if she decides to enroll in the florist class?	She would give up her values for ecology for the wishes of her family.

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Suggested Teacher Response	Possible Learner Response
What values are violated?	
(3. Identifying conflicts between value constructs.) **What values conflict with each other?**	Top salary/working directly with wildlife Education/time Full-time job/education Family/desire to work with wildlife
(4. Identifying classes of value-conflict situations.) **Of the six alternatives, which are similar in their value conflicts?**	In alternatives #2 and #6, pleasing the family conflicts with her desire to work outdoors. In alternatives #3 and #4, doing something she knows she likes conflicts with following her family's wishes.
(5. Developing analogies to the problem under consideration.) **In what other situations might a person decide to make a decision in his personal interest rather than doing what his family wants him to do?**	
(6. Working toward a general qualified position.) **Under what circumstances might one make different kinds of decisions?**	If the family is paying for Susie's education, she might do what they wish. If Susie has committed her life to doing what she can in the interest of ecology, she may decide to pursue the interest of her choice. If Susie has no sources of income or money to go to school, she may choose at this time to work.
(7. Testing the factual assumptions behind a qualified value position.) **Does satisfaction in a job affect the amount and quality of work done?** **Will the degree in Forestry have an effect on Susie's career?**	
(8. Testing the relevance of statements.) **When is the quality of work related to a person's job satisfaction?** *(Note: Throughout the discussion learners are to be made aware of any irrelevant statements.)*	The comparison of quality of work to job satisfaction is not relevant to our discussion.

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Situation: RUTH

Ruth's doctor has confirmed that she is eight weeks pregnant. Ruth has thought she would like children someday — but not now. This is an unplanned, unwanted pregnancy.

In Ruth's family and religious background, abortion has been considered a selfish and shameful action.

Ruth does not want to hurt or disgrace her family and friends. She does want to live her life honestly and openly, making decisions that seem best for her in the long run.

In considering what to do about the pregnancy, Ruth has thought of four alternatives:

1. Have an abortion in her home town, not concealing the fact from people who know her.
2. Go to another city or state for an abortion, concealing the fact from people who know her.
3. Have the child and place it for adoption.
4. Have the child and rear it.

Suggested Teacher Response	Possible Learner Response
(1. Abstracting general values from concrete situations.)	
What general values are involved in Ruth's decision?	Acting consistently with personal values. Acting consistently with family and religious beliefs. Honesty and openness Not having children Having children Acceptance, life
(2. Using general value concepts as degrees on a continuum.)	
If Ruth decides to have an abortion, what values are compromised?	Religion, family wishes
If she decides not to have an abortion and rear the child, what values are violated?	Planned pregnancy
If Ruth has an abortion and conceals the fact, what values are violated?	Openness, religion
Abortion and no concealment?	Religion

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Suggested Teacher Response	Possible Learner Response
(3. Identifying conflicts between value constructs.) **What values conflict with each other?**	Not having children now conflicts with acting consistently with her background. Having a child and rearing it conflicts with not wanting a child now or acting consistently with her personal wishes. Not having the child or abortion with concealment conflicts with acting honestly and openly.
(4. Identifying classes of value-conflict situations.) **Of the four alternatives Ruth is considering, which are similar in their value conflicts?**	In alternatives #1 and #2, abortion conflicts with acting consistently with her background. In alternatives #3 and #4, having a child conflicts with acting consistently with her wishes.
Which groups of alternatives would be different from each other in terms of their value conflicts?	
(5. Developing analogies to the problem under consideration.) **In what other situations might a person not want to reveal the truth to friends and relatives?**	
(6. Working toward a general qualified position.) **Under what circumstances might one make different kinds of decisions?**	If one were married, one might sacrifice childlessness for family wishes. If one is the sole wage earner, one might sacrifice family wishes. If this is not the husband's child.
(7. Testing the factual assumptions behind a qualified value position.) **Does honesty and openness require revelation of all facts?** **If one does not follow family and religious teachings, does he necessarily feel guilt?**	
(8. Testing the relevance of statements.) **Would . . .** *(value position)* **have relevance to . . .** *(a particular situation other than the one presented)***?**	
Note: Throughout the discussion, learners are to be made aware of any irrelevant statements.)	

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Administering the Valuing Process Post-Assessment

Having completed the planned learning experiences to develop the *Consumer Competency* for **Valuing,** the teacher may wish to administer a post-assessment which is identical to the pre-assessment used.

A comparison of the pre- and post-assessment results indicates the extent to which learners have developed mastery of the valuing process. This post-assessment provides evidence regarding each learner's ability to perform the objectives of the valuing process. Such evidence is useful in planning lessons to meet the educational needs of the learners. The post-assessment results may be used to identify objectives for which the learners need further learning experiences. The results provide clues for selecting or designing learnings for continued and expanded experience with the valuing process.

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ANSWER KEY FOR THE VALUING PROCESS ASSESSMENT ITEMS

The desired responses for the **Valuing process assessment items,** page 3, are indicated below. For free response questions a *sample* response is provided. Learners may present a variety of different responses which also would be accurate.

1. C
2. C
3. D
4. C, D, F, G
5. B
6. A
7. Writing the letter, singling out the operator, mentioning the contract
8. Efficient service for the public, courteous assistance, money, expressing appreciation
9. The family at the table is eating together. They invite the family at the door to join them for dinner.
10. B
11. D
12. B
13. B
14. C
15. B
16. D
17. A
18. E
19. A
20. C
21. B
22. D
23. B
24. B
25. C
26. Economy, health, holidays, friends
27. Friends . . . economy
    Friends . . . health
    Holidays . . . economy
28. D
29. C.
30. Surprises
31. Economy of money spent on food. Limiting sugar in the diet. Explaining her reasoning to the child.
32. Economy of money and limiting sugar in the diet conflict with surprises.
33. Clown on TV, friends
34. Family, nutrition classes, reading, doctor
35. B
36. L
37. A
38. B
39. N
40. B
41. C
42. The government should control the prices of all goods which are considered necessities of life.

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43. The government should control the prices of items only when they become scarce.

44. The government should appoint a committee to settle disputes over prices.

45. Government control of prices should be used only as the last attempt to deal with problems.

46. Nature	Beauty
47. Security	Family
48. Light	See outdoors
49. Beauty	Nature
50. Exercise	Ecology
51. Pet	Friendship

52. A

53. C

54. B

55. A

56. C

57. A

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MATRIX OF THE VALUING PROCESS ASSESSMENT ITEMS

You may choose to administer all or some of the assessment items depending on the age, interests, and abilities of your learners and your teaching situation. This matrix identifies which objective each item measures. There are several items which measure each of the objectives in the **valuing process.** When constructing your test, include items to measure each of the objectives. After the learners have taken the test, knowing which items measure each objective will enable you to interpret each learner's mastery of the process.

Objectives	Number of the item
1) recognizing value components	1, 2, 3, 4, 5, 6
2) considering value-relevant behavior	7, 9, 11, 13
3) clarifying values exemplified	8, 10, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39
4) hypothesizing about value sources	12, 14, 33, 34
5) analyzing value alternatives	40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51
6) examining value preferences	52, 53, 54, 55, 56, 57

SUPPORT SYSTEM FOR THE VALUING PROCESS

DEFINITIONS OF VALUE

1. "Values are ways of striving, believing, and doing whenever purpose and direction are involved or choice and judgment are exercised." (G. W. Allport. "Values and Our Youth," *Teachers College Record,* 63: 211-219, December, 1961.)

2. "Values are matters of importance, as distinct from mere matters of fact." (D. P. Ausubel. *Theory and Problems of Child Development,* New York: Grune and Stratton. 1958.)

3. "Values are an occurrence, action or state of affairs making a favorable difference in a person's life." (Kurt Baier. *Values and The Future,* Riverside, N.J.: The Free Press, 1969.)

4. "A value is a standard or yardstick to guide actions, attitudes, comparisons, evaluations, and justification of self to others."

   "A value is a type of belief, centrally located within one's total belief system, about how one ought or ought not to believe or about some end-state of existence worth or not worth attaining."

   "A value is a standard for determining whether something is good or bad, and for judging one's own behavior and the behavior of other persons." (Milton Rokeach. *Beliefs, Attitudes & Values,* San Francisco: Jossey-Boss, 1969.)

A Value Is

1. Today is a beautiful day.
2. All high school graduates should go to college.
3. Today is (current date).
4. Television sets, cars, and food are all consumer goods.
5. Money should always be kept in a safe.
6. A person should not be paid for more work than what is done.
7. In a capitalistic economy, when the demand for goods is high and the supply is low, the price goes up.
8. Eighty percent of American women work only to add extra money to the family income.
9. High income people have higher standards and values than do middle income people.
10. Door-to-door selling is profitable.
11. Newspapers keep the public informed.
12. If everyone would volunteer to help, we wouldn't spend so much money on clean-up crews.

LANI AND KEN

YES	Ken:	I've been thinking about getting a job.
NO	Lani:	You know, I just heard that there are two jobs at the cannery.
YES	Ken:	The cannery is run by the Walters, and you know what they are like. All their kids work there too.
NO	Lani:	There are a variety of people who work there. I saw a list of names, but I can't remember where.
YES	Lani:	Doesn't your good-looking friend work for them?
YES	Ken:	No, he quit because he couldn't see getting there at 8 AM when there wasn't much to do.
NO	Lani:	They start at 5 AM, don't they?
NO	Ken:	I think they have a second shift that starts at 1 PM.
YES	Ken:	The employment office is in a really run-down part of town.
NO	Lani:	But you can get there by bus.
YES	Ken:	That's a good point, but you won't catch me riding a bus.
NO	Lani:	The bus ride is 10 minutes, but it takes twenty minutes to drive.
YES	Ken:	Maybe I could get a ride. I sure would like the money.
NO	Lani:	Are you going to apply?
YES	Ken:	If I can get my friend Joe to apply too, it wouldn't be so bad; at least I'd know someone.
NO	Lani:	Joe is allergic to cannery dust.
YES	Ken:	I don't know if I could stand to wear those funny uniforms.
NO	Lani:	The uniforms are the same as the ones orderlies in hospitals wear.
YES	Ken:	I'd rather wear a suit if I have to go to work.
YES	Lani:	You could buy that car you want with the money and save some too.
NO	Ken:	I can't find my driver's license.
YES	Lani:	You're impossible; you're just wasting my time.

PEABODY AND THE CHARCOAL GRILL

Peabody always led a quiet, simple life. He loved living alone in his small house on the edge of town. He enjoyed the peace and quiet of the surrounding country. Peabody owned two dogs, a basset hound and a cocker spaniel. One of Peabody's favorite hobbies was working in his garden. He grew enough vegetables for his own use and shared the extras with his relatives and friends.

In only a few months, several changes began happening to Peabody's neighborhood. A shopping center was completed only one mile to the east of Peabody's street. With this construction, many new families began moving into the new homes and apartments that were going up all around him.

Peabody's relatives always thought he was too much like a hermit. They began to encourage him to be more outgoing and to be more friendly with the new neighbors. "He just isn't like 'normal people'," his relatives would say. They told Peabody, "People won't like you if you don't do the things they do."

Feeling sad, Peabody decided to be more like his new neighbors. One thing he saw them doing a lot was backyard barbecuing. So, with the help of a friend at the hardware store Peabody outfitted his backyard with all the necessary equipment. Then he invited the new neighbors to a backyard cook-out. Peabody wanted everything to be just right. He filled the grill with charcoal, poured on the lighter fluid, and lit the match — "WHOOMP." There stood Peabody with a black face while flames and smoke rose above the grill. Just then the guests arrived. Peabody hurriedly put the meat on the grill and tried to act as he had seen them behave at their backyard parties. The flames began to burn the meat. Peabody ran for the hose and put out the flames. He wondered if he ever should have tried to give a backyard barbecue.

MARY LEE'S FUTURE

SETTING:

Mary Lee Carver has just graduated from high school. Now she feels wonderfully free to do all the things she has wanted to do for so long. Mary Lee and her mother discuss her plans for the future as Mary Lee is cleaning her room.

DIALOGUE:

MOTHER: Well, it's hard to believe you have graduated from high school, dear. Have you decided what you will do now?

MARY LEE: You know how much I've wanted to travel, Mom. *(Throwing some of her school books into a box, Mary Lee goes on),* I thought I'd get a job for a few months and then go to California for awhile.

MOTHER: What kind of job could you get that would pay enough to get you to California? Shouldn't you consider your future instead of planning just for this next year?

MARY LEE: Well, I'd feel less pressure if I plan just a few months at a time, Mom. I don't care what I'll be doing five years from now. Today is all I care about.

MOTHER: *(Giving Mary Lee a disapproving frown),* I'm not going to tell you what to do, Mary Lee, but it seems to me that you are taking an irresponsible attitude toward your future. You know how much your father and I want you to go to college in the fall. A responsible person would get a job during the summer and begin college in the fall.

MARY LEE: *(Looking angrily at her mother and saying in a sharp voice),* Do I have to live my life the way you and Dad have planned it or can I make my own decisions?

MOTHER: Don't get angry dear. You make your own decisions. Your father and I only want what's best for you, and a college education would give you a more secure future.

MARY LEE: That all depends on your viewpoint, Mother.

THE CHOICE

Read each situation. Consider the person's choices and his final behavior.

1. Mark saw his friend Joe steal money from Mark's parents store. He thought that:

   a. he could pretend that he hadn't seen anything.
   b. tell his folks about Joe's taking the money.
   c. tell Joe to share the money with him so he wouldn't tell.

   Mark chose not to tell on Joe if he would share the money.

2. George was buying a tractor. He wondered if he should consider:

   a. a high-powered tractor that would allow him to cultivate one field each day.
   b. a tractor that used less fuel than the high-powered model and cultivated one field in two days.
   c. a tractor that was the most popular model.

   George chose the most popular model.

3. Marty was going ice skating. He had three ice rinks to choose from:

   a. an outdoor rink that had no admission charge.
   b. a rink that was indoors with $1.00 admission.
   c. an outdoor rink that had free-will admission for charities.

   Marty chose the rink with the free-will admission.

4. Harry had to buy a new car. He wondered if he should buy:

   a. an economy car with no status.
   b. an expensive car with high status value.
   c. a moderately priced car with moderate status value.

   Harry bought an expensive car with high status value.

In each of the four situations a value has been shown through the alternatives available and the behavior chosen. From the information given name one value shown in each situation.

Situation 1:_____ Situation 2:_____

Situation 3:_____ Situation 4:_____

I VALUE

Check your responses.

I value . . .

_____a happy family

_____independence

_____close friends

_____honesty

_____a large savings account

_____natural resources

_____a very fast car

_____smoking

_____safety

_____fresh breath

_____good health

_____good looks

_____sunlight

_____water

_____my religion

_____children

_____leisure time

_____being able to participate in many activities

_____clothes

_____large vocabulary

_____education

_____popularity

_____freedom to choose

_____spectator sports

_____participating in sports

_____walking

_____bicycles

_____reading

Write below any other ideas, ideals, objects, or persons that you value.

VALUES AND SOURCES

Directions: After each statement is read, identify the value or values expressed by the person's statement. Write the value(s) in the box to the right marked VALUES. Next, suggest the possible sources of the value(s) you have listed and write these in the box in the column to the left marked SOURCES.

	SOURCES	PERSON	VALUES
1.		Female Psychiatric Technician Age 48	
2.		Female Secretary Age 21	
3.		Male Insurance Sales Age 40	

	SOURCES	PERSON	VALUES
4.		Female Homemaker Age 34	
5.		Male Custodian Age 50	
6.		Female Home Economics Teacher Age 28	
7.		Female Widowed Homemaker and Farmer Age 61	

V-A-L-U Card Assortment
(Round #1)

(Face of card)	(Back of Card)
V Tell me my values and you will understand why: I BUY A QUART OF MILK EVERY DAY.	I put milk in my bath water because I believe it keeps my skin healthy.
A Tell me my values and you will understand why: I EMPLOY A HOUSEKEEPER.	I hate housework but like a tidy place to live, so I have an extra job to earn the money to pay the housekeeper.
L Tell me my values and you will understand why: I WEAR CLOTHES THAT ARE FIFTY YEARS OUT OF STYLE.	I work in a restaurant which has a "Roaring 20's" atmosphere.
U Tell me my values and you will understand why: I BUY MY GROCERIES AT THE MOST EXPENSIVE STORE IN TOWN.	The store is located across the street from my my home and I don't own a car.

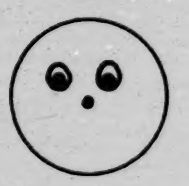
V-A-L-U Card Assortment
(Round #2)

(Face of Card)	(Back of Card)
V Tell me my values and you will understand why: I ONLY BUY CLOTHES THAT ARE MARKED: "ON SALE."	My husband (wife) likes me to wear clothes that seem to be bargains.
A Tell me my values and you will understand why: I SING IN THE CHURCH CHOIR.	I'm a paid soloist. I don't belong to a church.
L Tell me my values and you will understand why: I BUY SIX CANDY BARS A WEEK.	I give a girl a candy bar each day for bringing my mail.
U Tell me my values and you will understand why: I DRIVE A NEW CHEVROLET.	My company furnishes my car.

(Students may wish to make up further V-A-L-U cards.)

FACES OF VALUES

Pick any three of your values and write each on a blank below. Your teacher will read the situations.

	Value #1	Value #2	Value #3
Effect of Situation #1:			
Effect of Situation #2:			
Effect of Situation #3:			
Effect of Situation #4:			
Effect of Situation #5:			

Total	Total	Total	Total	Total	Total	Total	Total	Total

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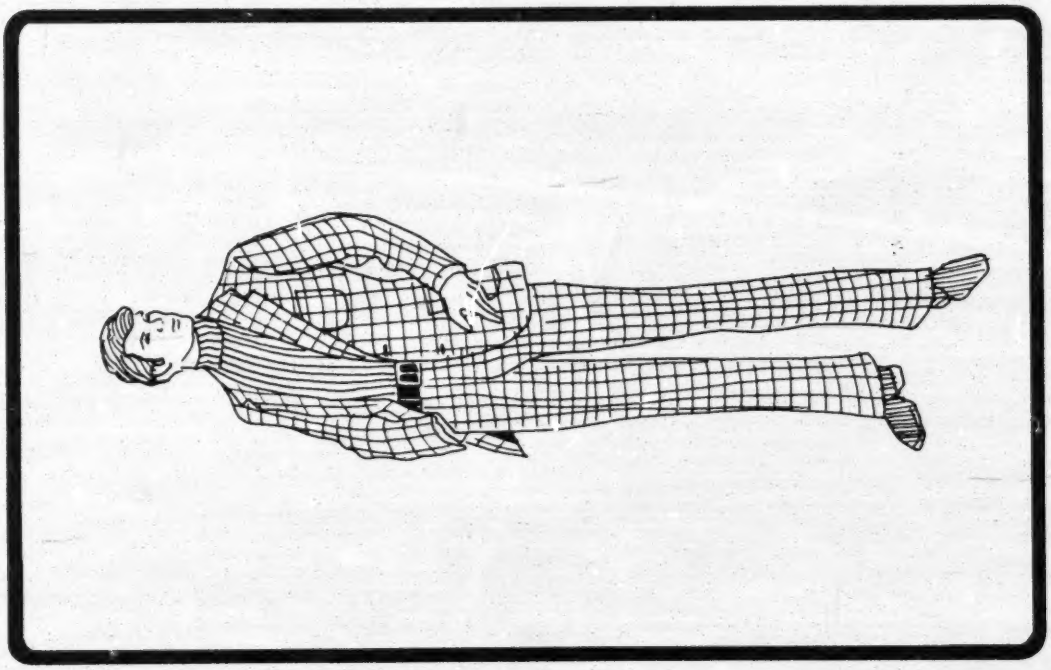
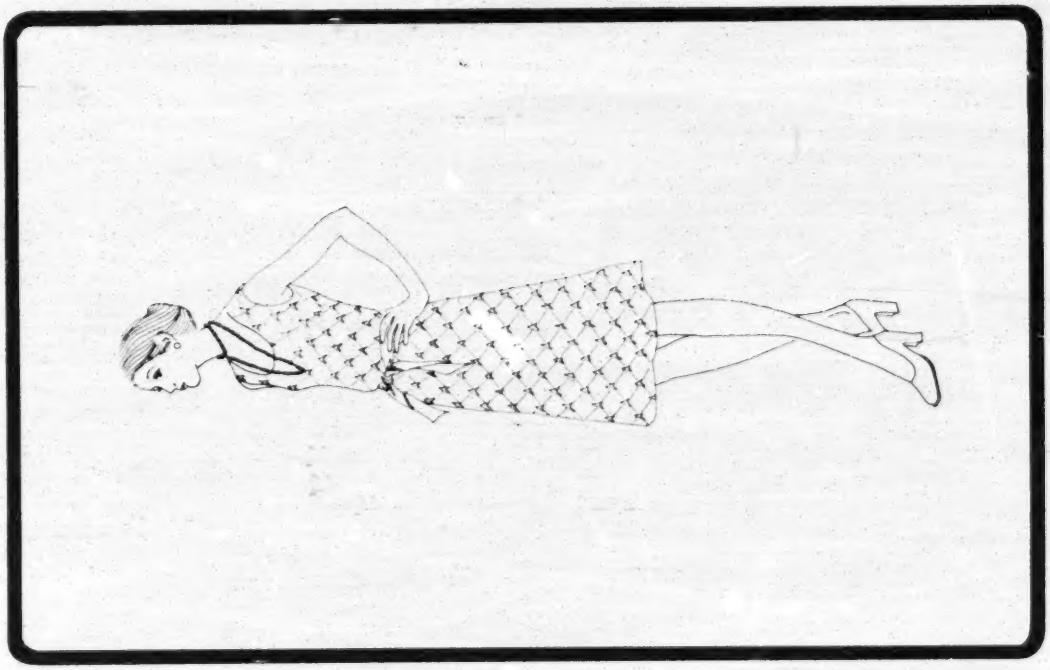
CARDS FOR PEOPLE MOVING GAME





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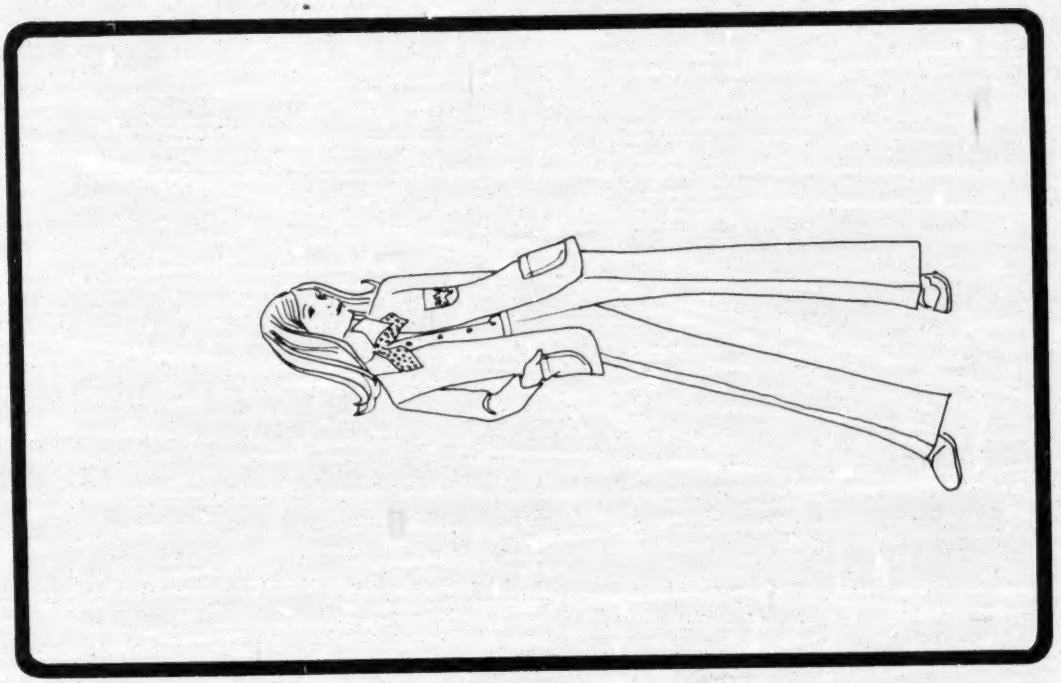
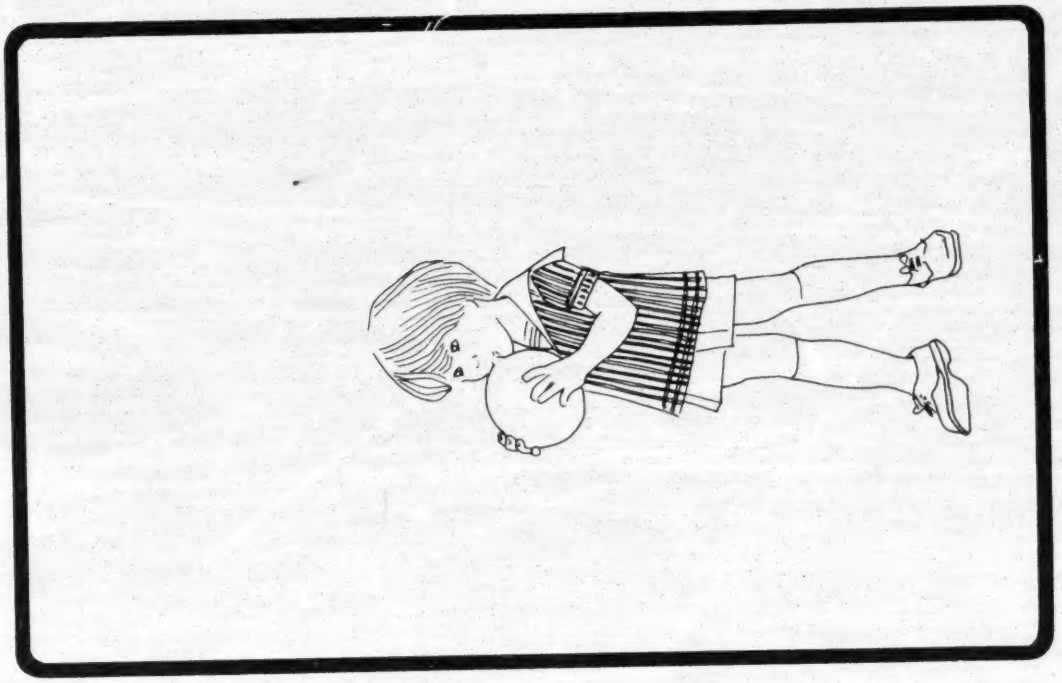
CARDS FOR PEOPLE MOVING GAME





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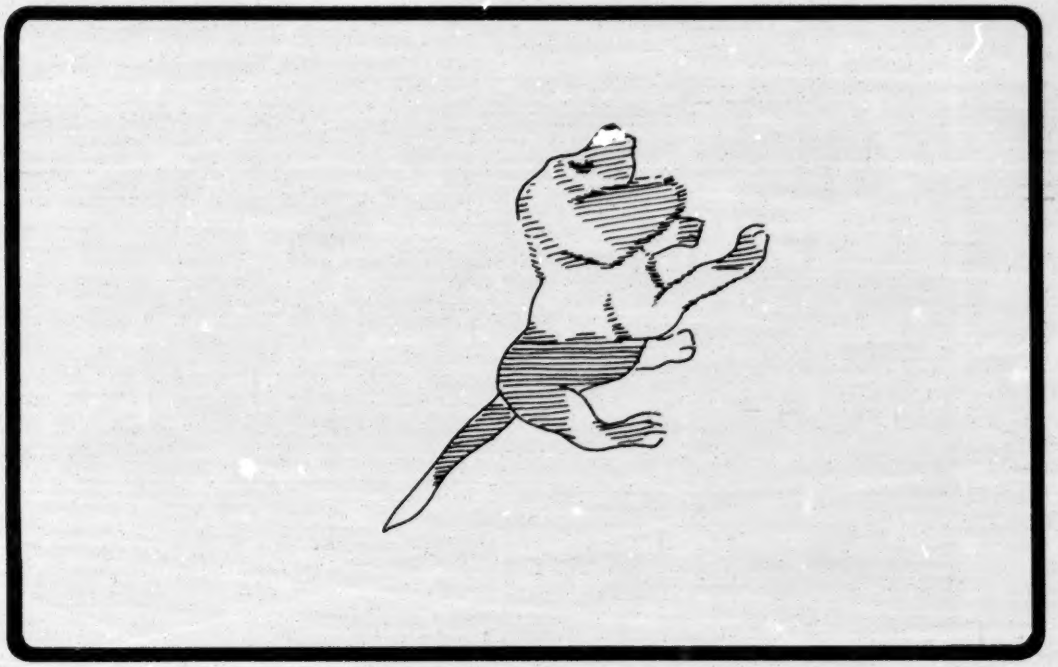
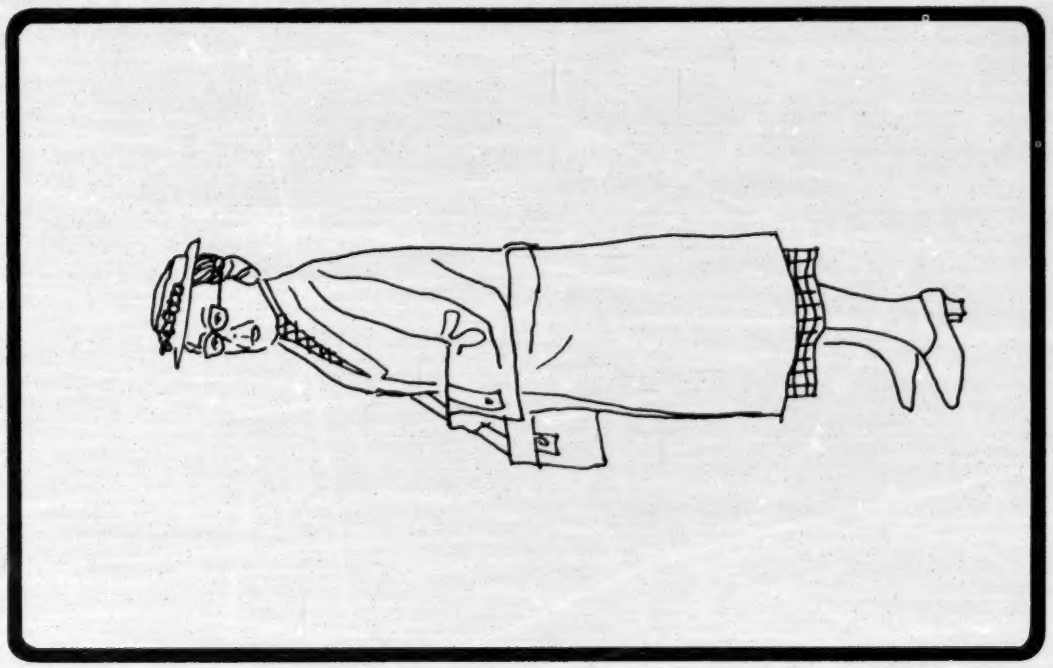
CARDS FOR PEOPLE MOVING GAME





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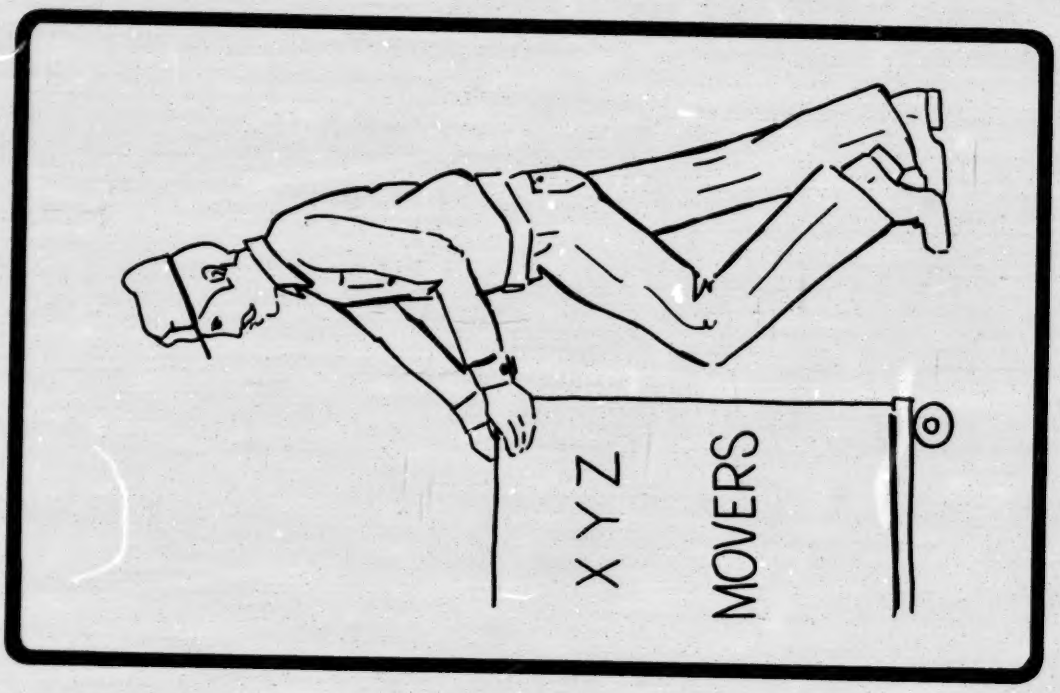
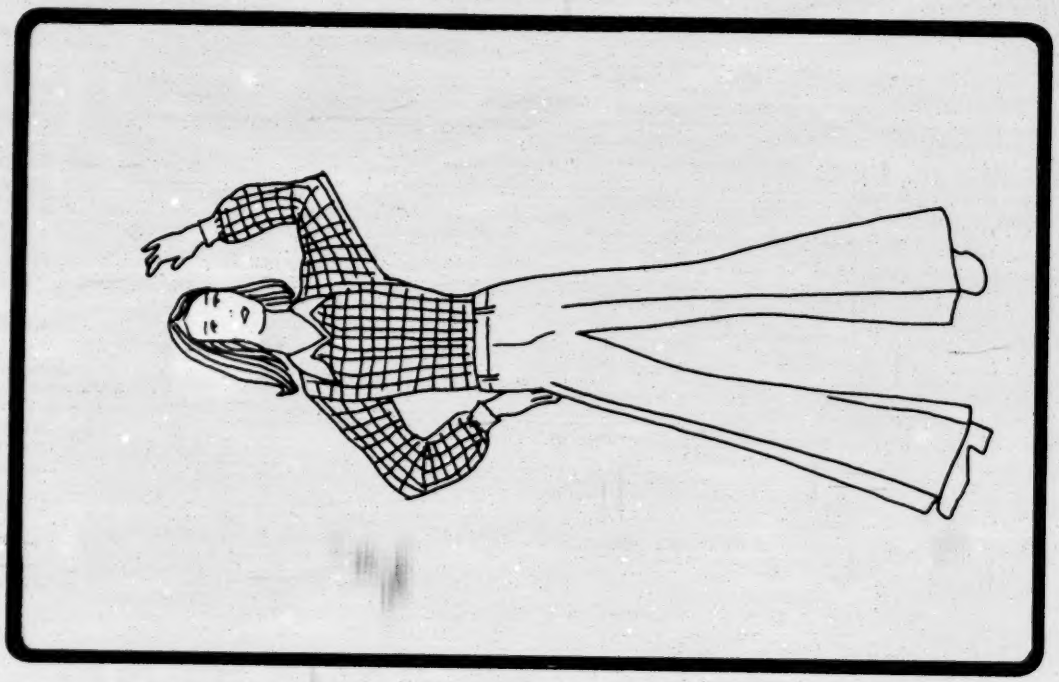
CARDS FOR PEOPLE MOVING GAME





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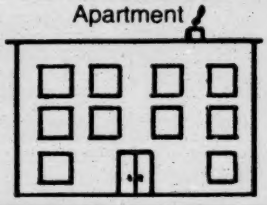
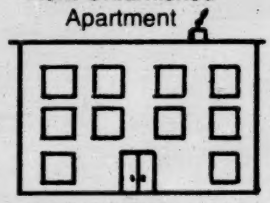
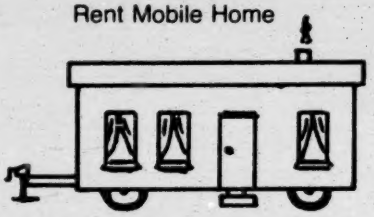
HOUSING SELECTION

DIRECTIONS: Read the housing choices and their descriptions. Consider your values as you select one type of housing. You have been asked to make a selection from this list; however, there are other types of housing available. When you have made a choice, write the choice in the column labeled "My Housing Choice and Explanation" and explain how your specific values influenced your choice.

HOUSING CHOICES	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Rent Furnished Apartment 	Furniture included. Will have private bath. Caretaker has general responsibility of upkeep and repairs.	
Rent Unfurnished Apartment 	Furniture not included. Will have private bath. Caretaker has general responsibilities of upkeep and repairs.	
Buy Mobile Home	Put mobile home on a lot you pay rent for. Upkeep of lot is responsibility of renter.	
Rent Mobile Home 	Rent paid includes use of lot and mobile home. Upkeep of lot is responsibility of renter. Taxes on mobile home are owner's responsibility.	

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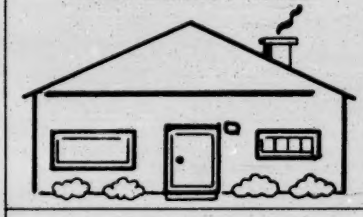
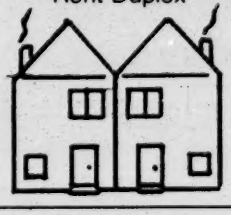
HOUSING CHOICES	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Rent Furnished Room	One room with furniture. Usually no cooking facilities are included. Usually a community bath.	
Rent Unfurnished House	Furniture and major appliances not provided Landlord has major responsibilities of upkeep, repairs, and taxes. A lease may be required.	
Rent Furnished House 	Furniture is provided. Major appliances are included. Landlord has major responsibility of upkeep, repairs, and taxes. A lease may be required.	
Buy Duplex	Purchase two separate, identical apartments both in one dwelling. Can live in one and rent the other. Owner has full responsibility of upkeep.	
Rent Duplex 	Rent one of two separate identical apartments in one dwelling. Landlord has major responsibilities of upkeep. Renter may have some responsibilities	

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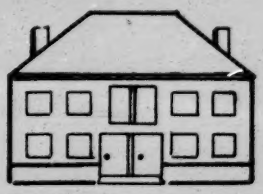
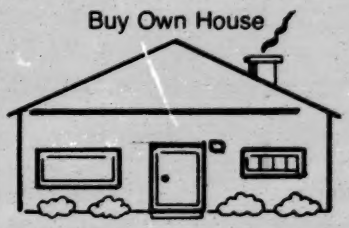
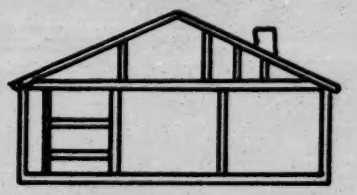
HOUSING CHOICES	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Buy Condominium 	Purchase a specific apartment in a building. Hallways, land, etc. are jointly owned by all persons in condominium. Each owner gives a yearly fee to cover maintenance personnel.	
Buy Own House 	Furnishing must be provided by the purchaser. Owner is responsible for upkeep, repairs, and taxes on property.	
Build Own House 	Pay for and build, or have built, house of desired plan. Owner has full responsibility for taxes, upkeep, and repairs.	

PILL REPORT A SECRET

Read PILL REPORT A SECRET and answer the questions that follow.

PILL REPORT A SECRET

The Food and Drug Administration is keeping secret an advisory panel's recommendation on controversial morning-after birth control pills which are gaining popularity among college girls despite concern they may cause cancer.

"Premature disclosure of the recommendations would harm rather than aid good consumer protection," said Dr. J. Richard Crout, director of the FDA's Office of Scientific Evaluation.

The agency hopes to reach a final conclusion within the next few weeks and the panel's advice will be released at that time, an FDA spokesman said.

Sources close to the year-long investigation said the Obstetrics and Gynecology Advisory Committee has advised the FDA to recognize and approve post-coital use of the drug, but with new labels warning doctors not to prescribe it for high-risk patients.

Associated Press. *The Fargo Forum*, Fargo, North Dakota, January 31, 1973, p. 36.

1. What are your feeelings after reading this article?
2. Do you think consumers should be informed immediately if products on the market are harmful?
3. If the pill is found to be harmful, do you think women that still want to use it should be allowed to do so?
4. Do you use products that are labeled as potentially harmful?
5. Have you ever:

   — smoked a cigarette?
   — used a cleaning fluid?
   — used a detergent?
   — had tulip bulbs in the house?

6. How would you feel if you found you had been using harmful products and weren't aware of it?
7. If you were on your way to buy this pill and read the article, what would your decision be?
8. If you believe this pill is safe, would you advise a friend to take it?
9. What do you think you could do about harmful products on the market?
10. What are reasons for your feelings?
11. What influenced your reasons or feelings you had about this issue?
12. What could happen if you made your value choice public?

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RESOURCES

The following sources of information were used by persons field testing the learnings included in *Consumer Education Curriculum Modules: A Spiral-Process Approach*.

Advertising Council
825 3rd Avenue
New York, New York 10022

Agriculture Department
Office of Information
Washington, D.C. 20250

American Bar Association
Young Lawyer's Section
1155 E. 60th Street
Chicago, Illinois 60637

American Home Economics Association
2010 Massachusetts Avenue N.W.
Washington, D.C. 20036

American National Cattlemen's Association
P.O. Box 569
Denver, Colorado 80201

American National Standards Institute
1430 Broadway
New York, New York 10018

American Vocational Association
1510 H Street N.W.
Washington, D.C. 20005

Chamber of Commerce of the United States
1615 H Street N.W.
Washington, D.C. 20006

Changing Times Education Service
1729 H Street N.W.
Washington, D.C. 20006

Consumer Alert
Federal Trade Commission
Washington, D.C. 20580

Consumer Educator
National Association of Secondary
School Principals
1201 16th Street N.W.
Washington, D.C. 20036

Consumer News
Office of Consumer Affairs
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Consumer Product Safety Commission
1715 K Street N.W.
Washington, D.C. 20207

Consumer Reports
Consumers Union of the United States, Inc.
256 Washington Street
Mt. Vernon, New York 10550

Council of Better Business Bureaus
845 3rd Avenue
New York, New York 10022

Environmental Protection Agency
Director of Public Affairs
Washington, D.C. 20460

FDA Consumer
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Federal Reserve System
Board of Governors
21st and Constitution Avenue N.W.
Washington, D.C. 20551

Federal Trade Commission
Washington, D.C. 20580

Food & Drug Administration
5600 Fishers Lane
Rockville, Maryland 20852

Housing & Urban Development Department
Washington, D.C. 20410

International Fabricare Institute
P.O. Box 940
Joliet, Illinois 60434

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Interstate Commerce Commission
Constitution Avenue & 12th Street N.W.
Washington, D.C. 20423

J.C. Penney Company, Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

Labor Organizations
Consult yellow pages of telephone directory for local address

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

National Education Association
1201 16th Street N.W.
Washington, D.C. 20036

Office of Consumer Affairs
Department of Health, Education, and Welfare
Washington, D.C. 20201

Office of Public Affairs
Office of Education
Washington, D.C. 20202

Postal Service
Consumer Advocate
Washington, D.C. 20260

Public Affairs Committee
381 Park Avenue S.
New York, New York 10016

Sears, Roebuck and Company
Consumer Information Services
Sears Tower
Chicago, Illinois 60684

Social Security Administration
6401 Social Security Building
Baltimore, Maryland 21235

State Attorney General
Capitol Building
State Capitol

State Health Department
Capitol Building
State Capitol

Teaching Topics
Institute of Life Insurance
277 Park Avenue
New York, New York 10017

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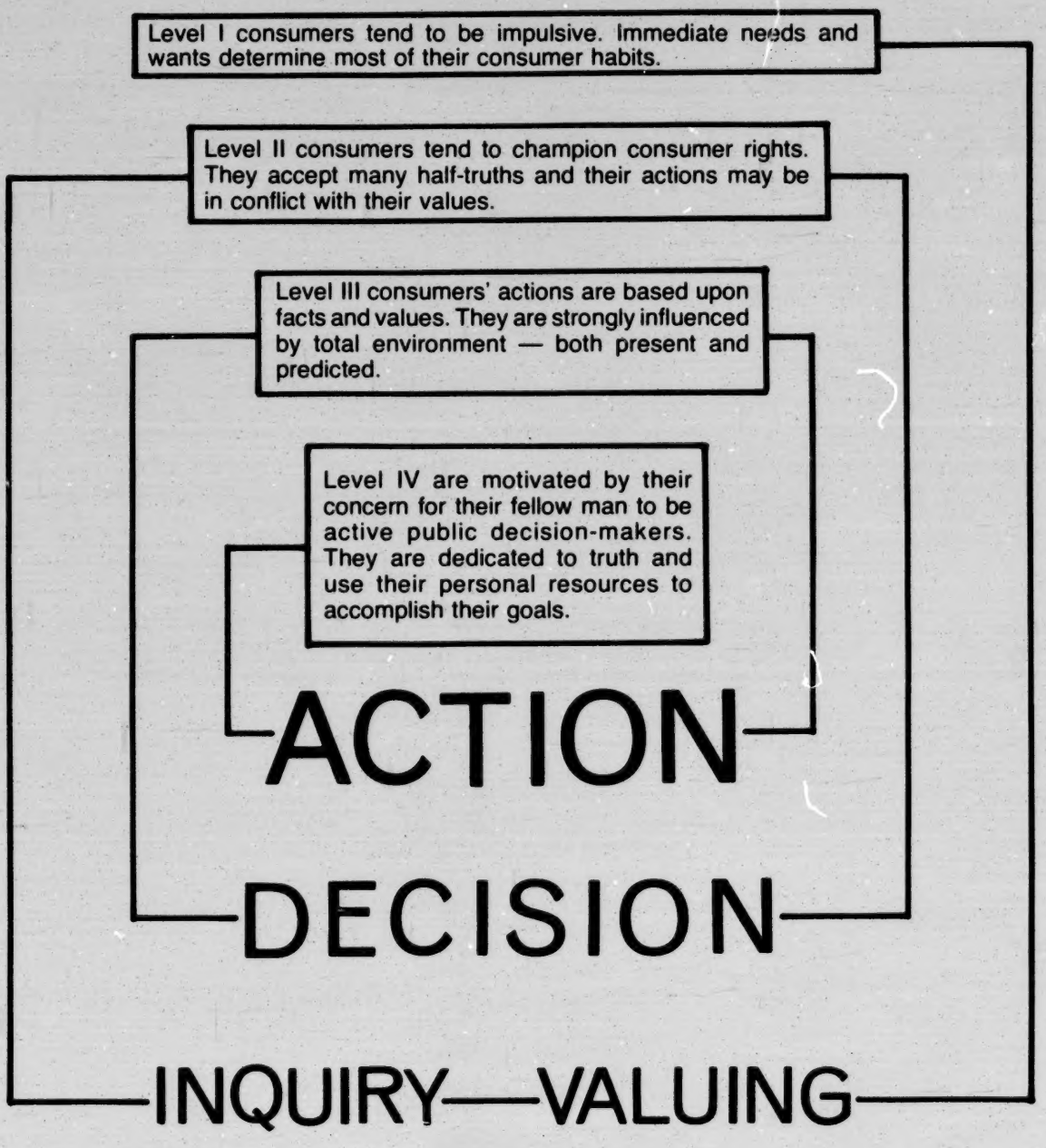
Level I consumers tend to be impulsive. Immediate needs and wants determine most of their consumer habits.
Level II consumers tend to champion consumer rights. They accept many half-truths and their actions may be in conflict with their values.
Level III consumers' actions are based upon facts and values. They are strongly influenced by total environment — both present and predicted.
Level IV are motivated by their concern for their fellow man to be active public decision-makers. They are dedicated to truth and use their personal resources to accomplish their goals.
ACTION
DECISION
INQUIRY—VALUING